STATE BOARD OF EDUCATION MEETING  
August 13-14, 2014  
Idaho State University  
Pond Student Union Building  
Salmon River Suite  
1065 South Cesar Chavez Avenue  
Pocatello, Idaho

Wednesday, August 13, 2014, 1:00 p.m., Idaho State University, Pocatello, Idaho

BOARDWORK
1. Agenda Review / Approval  
2. Minutes Review / Approval  
3. Rolling Calendar

OPEN FORUM

WORK SESSION
IRSA/BAHR
A. Program Prioritization

Thursday, August 14, 2014, 8:00 a.m., Idaho State University, Pocatello, Idaho

OPEN FORUM

CONSENT AGENDA

BAHR
1. BAHR – Section I – Optional Retirement Plan Amendments  
2. BAHR – Section I – Boise State University – 403(b) Supplemental Retirement Plan – New Participant  
3. BAHR – Section II – Idaho State University – Enterprise Resource Planning Hardware Replacement Purchase  
4. BAHR – Section II – University of Idaho – AT&T License Agreement – Theophilus Tower

IRSA
5. Quarterly Report: Programs and Changes Approved by Executive Director
6. Higher Education Research Council Appointment
7. Agenda Item Pulled

PPGA
8. Bi-monthly Report: University Approved Alcohol Permits
9. Indian Education Committee Appointment

SDE
10. Adoption of Curricular Materials
11. Teacher Preparation Program Review Team Report – Lewis-Clark State College
12. Teacher Certification/Endorsement Program Approval – University of Idaho New Endorsement

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
1. Idaho State University Annual Report
2. Presidents' Council Report
3. Division of Professional-Technical Education Annual Report
4. Amendment to Board Policy, Bylaws – Second Reading
5. Data Management Council – Policies and Procedures
7. Pending Rule – Docket 08-0501-1401 – Seed and Plant Certification
8. Proposed Rule – Docket 08-0111-1401 – Registration of Postsecondary Institutions and Proprietary Schools

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources
1. Amendment to Board Policy Section II.H. – Coaching Personnel – Second reading
2. University of Idaho – Multi-Year Employment Agreement – Director of Track and Field and Cross Country

Section II – Finance (1hrs 50 min)
1. FY 2016 Line Items
2. FY2016 Capital Budget Requests
3. Intercollegiate Athletic Reports – NCAA Academic Progress Rate (APR) Scores
4. Amendment to Board Policy Section V.E. – Gifts & Affiliated Foundations – First Reading
5. Amendment to Board Policy Section V.T. – Fee Waivers - Second Reading –
6. Amendment to Board Policy Section V.X. – Intercollegiate Athletics - Second Reading
7. Boise State University, Idaho State University, University of Idaho – Intellectual Property Policies
8. Boise State University – Collegiate Licensing Company Contract
9. Boise State University – Alumni and Friends Center Development and Occupancy Agreement
10. Boise State University – Learfield Contract Amendment
11. Idaho State University – Athletic Program Funding Proposal
12. University of Idaho – Idaho Law and Justice Learning Center Project

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
1. Amendment to Board Policy III.P, Students- Second Reading
2. Boise State University- Master of Political Science
3. Boise State University- Stem Institute
4. Lewis-Clark State College-Constitution
5. Accreditation Update

DEPARTMENT OF EDUCATION
1. Superintendent’s Update
2. Consolidation of North Gem and Grace School Districts
3. Proposed Rule – 08.02.01.400 – Special Education Funding
4. Proposed Rule - IDAPA 08.02.02.004 - Inc. By Reference, PSC and Driver Ed
5. Temporary Rule - IDAPA 08.02.02.004 – Standards Revision to Idaho Public Driver Education, Inc. By Ref
6. Proposed Rule - IDAPA 08.02.02.027, .028, .030, .047, .076 – Endorsements
7. Proposed Rule - IDAPA 08.02.02.120, .121 -Educator Evaluations
8. Temporary and Proposed Rule – IDAPA 08.02.03.104 – Physical Education and Professional Technical Education
9. Temporary Rule – IDAPA 08.02.03.105 Graduation Requirements
10. Proposed Rule – IDAPA 08.02.03.105 Graduation Requirements
11. Temporary and Proposed Rule – IDAPA 08.02.03.111 – Assessment in the Public Schools – Limited English Proficient
12. Temporary and proposed rule – IDAPA 08.02.03.112 – Accountability in the Public Schools – Limited English Proficient
13. Temporary and proposed rule – IDAPA 08.02.03.115 – State Student Data System
14. Proposed amendments to Idaho’s ESEA Flexibility Waiver

LATE ITEMS

BAHR
1. Idaho State University – Intellectual Property Foundation Formation Proposal
2. FY15 Supplemental Requests – Additional

IRSA

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.
1. **Agenda Approval**

   Changes or additions to the agenda

2. **Minutes Approval**

   **BOARD ACTION**

   I move to approve the minutes from the June 18-19, 2014 regular Board Meeting as submitted.

3. **Rolling Calendar**

   **BOARD ACTION**

   I move to set August 19-20, 2015 as the date and Idaho State University as the location for the August 2015 regularly scheduled Board meeting and to amend the date for the February 2015 regularly scheduled Board meeting to February 18-19, 2015.
A regularly scheduled meeting of the State Board of Education was held June 18-19, 2014 at Eastern Idaho Technical College (EITC), Room 6163/6164 in Idaho Falls, Idaho.

Present:
Emma Atchley, President               Milford Terrell
Rod Lewis, Vice President              Bill Goesling
Don Soltman, Secretary                 Richard Westerberg
Tom Luna, State Superintendent

Wednesday, June 18, 2014

The Board met in rooms 6163/6164 at Eastern Idaho Technical College in Idaho Falls, Idaho. Board President Atchley called the meeting to order at 2:00 p.m. Mr. Terrell and Mr. Lewis arrived at 2:10 p.m.

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Soltman/Goesling): To approve the agenda as amended adding the two executive session items. The motion carried unanimously 5-0. Mr. Soltman pointed out that the two items were not included in the original posting because Board staff was only made aware of the items after the agenda was posted; they are of a time sensitive nature. The agenda was amended and reposted on June 16, 2014. Mr. Terrell and Mr. Lewis were absent from voting.

Mr. Luna also requested that the agenda be rearranged Thursday morning to cover the State Department of Education’s items first, as it was necessary for him to leave the meeting early. There were no objections to reordering the agenda for Thursday’s meeting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Soltman/Westerberg): To approve the minutes from the April 16-17, 2014 regular Board meeting, the May 14-15 Board Retreat, and the June 2, 2014 special Board meeting as submitted. The motion carried unanimously 5-0. Mr. Terrell and Mr. Lewis were absent from voting.

3. Rolling Calendar
BOARD ACTION

M/S (Soltman/Goesling): To set May 20-21, 2015 as the date and Boise, Idaho as the location for
the 2015 Board Retreat, and to set June 17-18, 2015 as the date and the College of Southern Idaho
as the location for the June 2015 regularly scheduled Board meeting. The motion carried
unanimously 5-0. Mr. Terrell and Mr. Lewis were absent from voting.

Dr. Goesling indicated the change to the May Board retreat dates would enable better Board member
attendance at institution graduations.

CONSENT AGENDA

M/S (Soltman/Westerberg): To approve the Consent Agenda as presented. The motion carried
unanimously 5-0. Mr. Terrell and Mr. Lewis were absent from voting.

Business Affairs & Human Resources (BAHR)

1. Boise State University – Revision to Law Enforcement Contract with Boise Police Department

BOARD ACTION

By unanimous consent to authorize Boise State University to enter into a revised law enforcement
and security services annual contract with the Boise City Police Department with a retroactive
effective date of October 1, 2013, in substantial conformance with the contract as presented in
Attachment 1, and to authorize the vice president for finance and administration to execute the
contract.

2. University of Idaho – Land Lease with State of Idaho at the US Sheep Experiment Station

BOARD ACTION

By unanimous consent to approve grazing lease with the Idaho Department of Lands in
substantial conformance to the forms submitted to the Board in Attachment 1, and to authorize
the University’s Vice President for Finance and Administration to execute such documents.

3. University of Idaho – Ellucian/Banner Software Maintenance Agreement Extension

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho to extend a maintenance
agreement with Ellucian for the University’s Banner system in substantial conformance to the
Proposed Maintenance Agreement Extension submitted to the Board in Attachment 1.

4. University of Idaho – Disposal of Real Property – Latah County

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho to dispose of three (3)
acres of undeveloped forest land for a selling price of $33,000 and to pay transaction costs as set
forth in the Purchase and Sale Agreement submitted to the Board; and further to authorize the
Vice President for Finance and Administration, and Bursar of the University of Idaho to execute all
necessary transaction documents for closing the sale.

5. University of Idaho – Building Management Services Contract for the Idaho Water Center

BOARD ACTION
By unanimous consent to approve the agreement between the University of Idaho and Oppenheimer Development Corporation, in substantial conformance to the form submitted to the Board in Attachment 1.

Planning Policy & Governmental Affairs (PPGA)

6. State Rehabilitation Council - Bylaws

BOARD ACTION

By unanimous consent to approve the revised Bylaws of the State Rehabilitation Council as presented in Attachment 1.

7. State Rehabilitation Council – Member Appointment

BOARD ACTION

By unanimous consent to approve the appointment for Lucas Rose to the Vocational Rehabilitation State Rehabilitation Council as a representative for Business/Industry and Labor for a term of three years effective July 1, 2014 through June 30, 2017.

By unanimous consent to approve the appointment of Alison Lowenthal to the Vocational Rehabilitation State Rehabilitation Council as a representative for the Department of Education for a term of three years effective July 1, 2014 and ending June 30, 2017.

8. Indian Education Committee Appointments

BOARD ACTION

By unanimous consent to appoint Ms. Dani Hansing to the Idaho Indian Education Committee as the College of Southern Idaho representative, effective immediately and to conclude on June 30, 2018.

9. Boise State University – Alcohol Permit for 2014 Home Football Games – Stueckle Sky Center

BOARD ACTION

By unanimous consent to approve the request by Boise State University to allow the sale of alcohol in the Sky Center during the 2014 home football season, Famous Idaho Potato Bowl, the 2015 Spring Game, and potentially a conference championship game as set forth in this request, and in compliance with Board Policy I.J.

10. Boise State University – Alcohol Permit for 2014 Home Football Games – Caven Williams Complex

BOARD ACTION

By unanimous consent to approve the request by Boise State University to allow alcohol service during the 2014 football season in the Caven Williams Sports Complex as submitted in Attachment 2 and 3 and under the conditions outlined in Board Policy Section I.J. subsection 2.c.

11. Idaho State University – Alcohol Permit for 2014 Home Football Games

BOARD ACTION

By unanimous consent to approve the request by Idaho State University to establish secure areas
as specified in Attachment 2 and 3, for the purpose of allowing alcohol service during pre-game activities in full compliance with Board Police I.J. during the September 13, 2014 and November 22, 2014 Bengal home football games.

12. University of Idaho – Alcohol Permit for 2014 Home Football Games – Pre-Game Events

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho to allow alcohol service during the 2014 football season in the North Kibbie Field, Student Activities Field, Idaho Commons Building and the Menard Law Building foyer under the conditions outlined in Board policy section I.J. subsection 2.c.

13. University of Idaho – Alcohol Permit for 2014 Home Football Games – Club Seating

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho to allow alcohol service during the 2014 football season and during the spring 2015 football scrimmage, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.c.

14. President Approved Alcohol Permits

A list of approved permits by Institution was included for review in the Board materials.

State Department of Education (SDE)

15. Request for Waiver of 103% Student Transportation Funding Cap

BOARD ACTION

By unanimous consent to approve Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2014 of 143% for a total of $36,327 in additional funds from the public school appropriation.

By unanimous consent to approve Highland School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2014 of 123% for a total of $10,422 in additional funds from the public school appropriation.

By unanimous consent to approve Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2014 of 123% for a total of $46,602 in additional funds from the public school appropriation.

By unanimous consent to approve Orofino School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2014 of 120% for a total of $16,117 in additional funds from the public school appropriation.

By unanimous consent to approve Plummer-Worley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2014 of 113% for a total of $13,404 in additional funds from the public school appropriation.

By unanimous consent to approve St. Maries School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2014 of 108% for a total of $11,945 in additional funds from the public school appropriation.

16. Transport Students Less Than One-and-One-Half Miles for the 2013-2014 School Year
BOARD ACTION

By unanimous consent to approve ninety-nine school districts (99) and ten (10) charter schools for approval to transport students less than one and one-half miles as listed in Attachment 1.

17. Professional Standards Commission Appointments

BOARD ACTION

By unanimous consent to appoint Donna Sulfridge as a member of the Professional Standards Commission, representing Elementary Classroom Teachers, for the remainder of a three-year term effective immediately and ending June 30, 2015.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Eastern Idaho Technical College (EITC) – Progress Report

Dr. Steve Albiston welcomed the Board to EITC for the June meeting and provided a progress report of Eastern Idaho Technical College’s strategic plan to the Board. He pointed out their strategic plan’s point of interest and indicated that EITC is the only state supported stand alone postsecondary professional technical college in Idaho. He reported that their strategic plan is in alignment with the Board’s strategic plan and they are revising their plan to align with the expectations of the Northwest Commission of Colleges and Universities (NWCCU) in support of EITC’s mission, vision, and core themes. The revised plan will be submitted to the Board in April 2015.

He remarked on the importance of adult basic education (ABE) services to EITC’s strategic plan. He pointed out that EITC has reached all of the state academic targets for ABE students during this past year. He commented that the retention of students is also important to their strategic plan, and EITC continues to reach over 80% of full time students returning; their benchmark is 85%. EITC’s training and positive placements rates have also increased. They are short of meeting their benchmark, but the trend shows an upward slope. Dr. Albiston reviewed FY2013 enrollment numbers, pointing out the number of student enrollment in tech prep has piqued and is trending downward.

Fall 2013 enrollment by division is in three main areas which include business, office and technology; health professions; and trades and industry. Dr. Albiston shared the age ranges of students attending EITC with the main group being around 27 years old. He also pointed out well over half of EITC students are female. Special programs include a fire service technology program transferred to EITC. He highlighted a few points from their special/health programs, and indicated the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting approved the EITC surgical technology core curriculum. Also, their medical assisting AAS accreditation was reaffirmed. He also shared a short video.

Related to economic development, EITC plays an important role in growing Idaho Falls. He commented on some of EITC’s collaborations with groups such as Doug Andrus Distribution, Idaho State University, and the University of Idaho.

Ms. Atchley asked for more information on the advanced manufacturing. Dr. Albiston responded that it will focus on fabrication manufacturing.

2. President’s Council Report

Dr. Bert Glandon, President of the College of Western Idaho, provided a report to the Board on the Council’s meetings from May 6 and June 3, 2014. He chaired the June meeting for Dr. Dunlap. Dr. Glandon reviewed the discussion items from the two meetings which included the Albertson’s Foundation Continuous Enrollment Project, legislative ideas which included a recommendation for a placeholder for the autonomy bill to allow for the four-year institutions to opt out of the risk management pool, and the use of state HR services. The Smarter Balanced Assessment Consortium (SBAC) was discussed and it was
decided the item should be reviewed by both CAAP and IRSA committees. The fourth discussion item was regarding the JFAC tour and workforce development panel. The fifth discussion item was related to the state contract for management learning systems.

Dr. Glandon indicated the informational items included an announcement that the State Higher Education Executive Officers (SHEEO) would be meeting in Boise July 7-11, and encouraged presidents to attend portions of that meeting. He reported that Idaho BS degree production is now at 26%, associate’s degrees at 10%, and those achieving a certificate are at 5%. The third information item was that the Northwest Accrediting Association expressed concern that the Board policy measuring credit transferability may be out of compliance with the Northwest Commission on Colleges and Universities (NWCCU) expectations. The IRSA Committee will be reviewing this item.

Mr. Terrell asked about credit transferability for students from community colleges to any of the other institutions, indicating he has received some complaints that credits are not being transferred. He indicated those students were military students. Dr. Glandon responded that the question of the courses transferring is no issue. The issue is where the credits transfer in relation to the degree. Dr. Kustra offered some additional remarks on the situation. Dr. Schimpf responded that the articulation agreements are still being developed and in some cases the learning outcomes from one course are not at the level required for the other program. Mr. Terrell requested that contact information be sent to Dr. Rush from all the institutions related to this matter.

3. Idaho Public Television (IPTV) Annual Report

IPTV General Manager Ron Pisaneschi, provided a report to the Board. Mr. Pisaneschi provided an overview of the program structure of IPTV that included a summary of the statewide delivery system and the educational content. Related to content and services, they are proud to report they are the #1 most viewed PBS station per capita. On-line access via desktop and mobile devices is becoming a more popular trend, but video viewing is still mostly done via television. He reported on IPTV’s awards, which includes 45 national and regional awards so far in 2014. Outdoor Idaho continues to be one of the most popular programs viewed. He remarked on a critical success factor being high quality programs.

One of IPTV’s goals for the next year is to grow endowment to $5 million by the end of 2015. They are currently at over $4 million. Mr. Pisaneschi reported on some of their content partnerships which include relations with Idaho universities, K-12 overnight and the learning channel, weekly children’s education content, and on-line resources for teachers and students. There are 70,000+ free resources available to classrooms in Idaho. IPTV is are also part of the EPSCoR project and provides media and training for scientists, along with other services. IPTV has also recently been involved in the Educate Idaho initiatives. He reviewed many of IPTV’s local productions and shared a short video clip on the science series for children. They also provide video streaming and archiving for Idaho in Session for the legislative session.

Mr. Pisaneschi reviewed IPTV’s budget and FY 2015 appropriations. One of the issues facing them is that funding levels are where they were at 15 years ago. FY 2014 includes a $400K shift from one time capitol funding into ongoing OE expenses. Risks to IPTV include they have $24 million in state assets and already $17 million of it is depreciated.

Mr. Pisaneschi reviewed their highly complex delivery system and where the transmitters are located. Some of their challenges include equipment reaching its “end of life,” so lease payments will increase substantially. He reviewed the fact that congress authorized the FCC to have a spectrum auction. This is important because the FCC will find new channels and pay costs of channel changes for transmitters but not translators. He pointed out additional challenges from this auction/repacking situation, including that translators are not subject to funding by the FCC. Additionally, the new translator frequencies are not guaranteed – transmitter moves can bump translators. This could result in there may not be enough channels to go around. He reported that part of the FY 2016 budget request includes seeking staffing and start up funding for the first three years for The Idaho Experience and they intend to raise private funds to take over operational costs thereafter.
Mr. Lewis asked if the Board may help with the criteria for the Idaho Debates in the future. Mr. Pisaneschi indicated it would be possible and they would welcome the assistance. Mr. Lewis recommended a Board member or a staff member work more closely with IPTV on the debate criteria in the future. Ms. Atchley indicated they would take that suggestion under advisement.

4. Albertson’s Foundation – Continuous Enrollment

Mr. Westerberg introduced Dr. Bruce Schultz from the J.A. and Kathryn Albertson Foundation (Foundation) who presented a report on the Continuous Enrollment Initiative Project (Project) to the Board. Dr. Rush pointed out that the project that will be described directly addresses the Board’s initiative and goals, particularly the Board’s 60% goal.

Dr. Schultz indicated the Guided Pathways to Success project was initiated in 2011 with five Idaho community and technical colleges. He discussed the results of the three year project, indicating that the goal of the initiative was to test new ways to help non-traditional students to succeed. The approach was to provide intense personal academic advice and counsel, to teach college navigational skills, to match students with trained peer mentors, to group students together in learning communities, and to constantly monitor success. They also provided accelerated remediation in courses such as math and English.

Dr. Schultz introduced Jody Woodhouse, a nontraditional student in the program, who provided some remarks about the program. Mr. Woodhouse extended heartfelt thanks for the program, the scholarship opportunities, and indicated that he is now a mentor for the Connects to Success program. He remarked on the relationships with the instructors and the structure a cohort provides.

Dr. Schultz provided some recommendations on behalf of the Foundation that included funding incentives; that students can complete as soon as possible at the lowest cost possible to help address student debt; that an inventory of current student recruitment approaches are taken to determine whether they hinder access to underserved and non-traditional students; that support practices are adopted and embedded through Idaho’s higher education system; and that more private-public partnerships are developed to provide student scholarships, internships and other opportunities.

Mr. Soltman asked if the program would continue on in some form. Dr. Schultz responded they are in a three year funding cycle presently and the short answer is yes. Dr. Goesling asked how the success stories are being shared throughout the institutions. Dr. Schultz responded that they have invested in media production to share and demonstrate outcomes of certain practices. He remarked on the interest by the institutions to increase opportunities for non-traditional students.

Mr. Terrell thanked Dr. Schultz for providing this information and expressed real appreciation for this project. Ms. Atchley thanked the Albertson’s Foundation for their efforts to improve Idaho’s education and expressed appreciation for their support and work. Mr. Westerberg pointed out that there are line items in the BAHR agenda that support this program.

5. 2015 Legislative Ideas

BOARD ACTION

M/S (Westerberg/Soltman): To approve the legislative ideas as described with the exception of item 6 and item 9 and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor’s legislative process. The motion carried unanimously 7-0.

M/S (Goesling/): To include as a legislative idea for this coming legislative season the concept for ongoing deferred maintenance costs. Motion withdrawn.

M/S (Goesling/): To include as a legislative idea for this coming legislative season the recommendations from the Albertson’s Foundation as presented earlier. Motion withdrawn.

Mr. Westerberg indicated to the Board why he exempted items 6 and 9 from the motion. Dr. Goesling
asked for discussion on deferred maintenance and requested it as one of the legislative ideas. Mr. Freeman confirmed that during the BAHR agenda they would discuss line item requests which includes a $10 million request related to deferred maintenance.

Dr. Goesling urged the Board to consider the recommendations heard earlier from the Albertson’s Foundation and make them part of the legislative ideas. Mr. Westerberg pointed out that the line item requests from the community colleges include requests to grow that program discussed during the Albertson’s Foundation presentation. Ms. Atchley reminded the Board that the legislative ideas items would be developed further and returned to the Board in the future.

Ms. Bent from the Board office provided descriptive summaries of the ten (10) legislative ideas that are being proposed:

1) 8 in 6 Program
A technical change that adds clarification that the Bureau of Indian Education (BIE) schools in Idaho may participate in the 8 in 6 Program as long as all other eligibility requirements are met. Currently the BIE oversees two schools in Idaho; the Shoshone-Bannock Jr./Sr. High School and the Coeur d’Alene Tribal School.

2) Workforce Reporting
This legislative Idea would be developed in conjunction with the Department of Labor and would require employers to report occupancy codes and number of hours worked. Should this legislation pass, Board staff would be able to report the number of students graduating from our public institutions that work in their specific field as well as determine if they are working full-time or part-time. Currently the data is limited to the Industry Code, which only allows us to determine if graduates are working at a company that that is in their field of study, and not if the actual position they hold is relevant to their degree or certificate.

3) State Residency for Tuition Purposes
This section has been amended several times over the year to address specific issues. This amendment would streamline the process for determining residency for tuition purposes and to specify that all students who graduate from an Idaho high school and attend a public postsecondary institution within a specified timeframe would be eligible for in-state tuition.

4) Nursing Education Program Approval
This includes an amendment to language that removes the requirement that the Board must approve in curriculum change in a nursing program (private or public) that may alter existing articulation agreements between educational institutions. The Board would continue to approve program changes at the public institution as specified in Board policy.

5) Charter School Financial Support
This change will affect the authorizer fee formula. This past legislative session there was legislative interest in appropriating General Funds to supplement the Public Charter School Commission’s (PCSC) FY 2015 budget. However, since the authorizer fee is calculated off of “all moneys appropriated,” an additional appropriation of General Funds would have also resulted in an increase in the authorizer fee the following year. The proposed legislation would amend the authorizer fee formula to include only those funds appropriated from the Public Charter School Authorizers fund rather than all appropriated moneys. The proposed amendment would also change the authorizer fee payment deadline from February 15 to March 15. Data needed to calculate the fee are not typically available from the State Department of Education in time to invoice the schools and receive payment by February 15.

There were questions related to the charter school funding and how the authorizer fees are calculated. Mr. Freeman clarified that the intent of the legislation is to decouple the funding sources and explained the changes. Mr. Freeman pointed out there is not a direct fiscal impact from it. He clarified that if the legislation were to pass and if there were state general funds appropriated to the PCSC, there would not be a resulting fee increase to the schools, which is what they are trying to accomplish.
6) Proprietary School Registration
This is a change that would clarify that proprietary schools which do not collect any tuition or fees up front (only until after instruction has been provided) would be exempt from the surety bond requirement.

Mr. Lewis asked for clarification of this item and what the surety bond covers. Ms. Bent clarified the details of the item and indicated the surety bond covers the costs to the students should the school go out of business before the program is completed. Dr. Rush pointed out that there is not a quality component in place now to protect students. Mr. Lewis recommended talking in the future about protecting the rights of students further.

7) Transfer of Surplus Property
This change amends language to include property owned by the State Board of Education to the list of exempt property. This would clarify that the Board would not have to go through the Land Board process when disposing of surplus property. Section 33-107, Idaho Code already gives the Board the authority to “acquire, hold and dispose of title, rights and interests in real and personal property.”

8) Risk Management – Opt Out
Last year the Board ran legislation that would allow the four-year institutions to opt-out of state administrative services. While the bill did not pass as a total package, there was some support for the individual components of the bill. This proposal would use the language developed as part of last year’s University Administrative Flexibility bill regarding Risk Management and would allow the institutions to opt out of state Risk Management.

9) Human Resource Services – Opt Out
Last year the Board ran legislation that would allow the four-year institutions to opt-out of state administrative services. While the bill did not pass as a total package, there was some support for the individual components of the bill. This proposal would use the language developed as part of last year’s University Administrative Flexibility bill regarding State Human Resource Services and would allow the institutions to opt-out of these services.

Dr. Goesling asked if this would require additional funding at the institutions in the form of hiring additional personnel to support these functions. Ms. Bent clarified that the institutions are already fully staffed in the Human Resource department, and in some sense there is a duplication of efforts with services provided by the state. Mr. Westerberg provided some additional clarification for items 8 and 9.

10) Governor’s Task Force Recommendations
These are recommendations made by the Governor’s Task Force on Education and amendments would be made to the education support program in Title 33, Chapter 10 to establish a funding model for school districts for certificated staff that would be variable based on a three tiered system. Initial estimated cost is approximately $250 million. The current implementation plan envisions a 5-6 year phase-in of approximately $40 million per year.

11) Contract Category Timing
This would align current Idaho Code regarding the timing of eligibility for teacher continuing contracts with timing for eligibility for tier 2 (professional tier) on the proposed tiered certification model.

12) Additional Legislative Ideas from Subcommittees
A place holder for additional legislative ideas developed by the subcommittees was established to implement the recommendations of the Governor’s Task Force. Currently the subcommittees are exploring possible legislation on:
  • Streamline and consolidation of advanced opportunities statute
  • Modification to the strategic planning statute
  • Consolidation of reporting requirements
  • Funding model
  • Counseling/Advising
6. Institution/Agency Strategic Plans

BOARD ACTION

M/S (Westerberg/Terrell): To approve the 2015-2019 (FY2016-FY2020) Institution, Agency, and Special/Health Program strategic plans as submitted. The motion carried unanimously 7-0.

Mr. Westerberg indicated the attached strategic plans include the updated plans submitted by the institutions as well as the agency and special and health programs strategic plans submitted to the Board in April.

Mr. Lewis recommended not having to digest all the strategic plans at once and recommended looking for a way to break up the portions into more manageable portions. Mr. Westerberg responded that PPGA would try to address that task and provide the institutions plans with the attention they deserve.

7. Amendment to Board Policy – By-Laws – First Reading

BOARD ACTION

M/S (Westerberg/Goesling): To approve the first reading to Board Bylaw and the Audit Committee Charter, as presented in Attachment 1 and Attachment 2, respectively. The motion carried unanimously 7-0.

Ms. Bent reviewed the item and stated there were a few edits to this policy based on the discussion with the Board during the February meeting. Staff has done a thorough review of the entire bylaws and the proposed amendments take into consideration the comments from the Board during the February Board meeting; the amendments proposed by the Audit Committee; and additional amendments that clean up existing language in the bylaws and remove sections that are already specified in Idaho code. Ms. Bent reviewed the changes in their entirety for the Board. The details of the policy changes were included in the agenda materials for thorough review by the Board members.

Mr. Lewis expressed concern about there being a specific number of members required for a quorum instead of “the majority”. Dr. Rush indicated that previous Board legal counsel had done a fair amount of research on the language, and there was a strong reason for suggesting that the courts would interpret the current statute to mean that a quorum is not less than five Board members.

Mr. Lewis also suggested that the Board President should determine the location of the Board meetings rather than the Board or the executive director.

Mr. Lewis asked about the level of vote required for certain motions. Dr. Rush clarified that Robert’s Rules of Order provides clarity on different levels of voting. Mr. Lewis felt that the Board should specify what kinds of actions require what level of vote. Ms. Atchley asked if there are situations that require a 2/3 vote. Mr. Westerberg pointed out that this is a first reading and the concerns of Mr. Lewis would be addressed.

Mr. Lewis wanted to also ensure the Board had the ability to hire and fire the independent auditors, and recommended that the Board clarify that it shall be the approving body for hiring independent auditors.

Mr. Lewis also asked why the Executive Committee was removed. Mr. Westerberg indicated it has not been used in several years, and cautioned on the dangers of having a committee of only four members. Mr. Lewis was in agreement with its removal.

8. Amendment to Board Policy – Section I.R. Security – Second Reading

BOARD ACTION

M/S (Westerberg/Soltman): To approve the second reading of Board Policy I.R. as submitted in
9. School District Model Data Security Policy

Ms. Bent provided a brief review of Senate Bill 1372 which was passed during the 2014 legislative session. This bill created Section 33-133, Idaho Code. Pursuant to Idaho Code, the State Board of Education is required to develop a model policy for school districts and public charter schools that will govern data collection, access, security, and use of such data. The final policy will be presented to the Board in August for final consideration. Passage of this item in August will bring the State Board into compliance with state law and provide school districts and public charter schools with the required policy to be in compliance with state law.

Ms. Atchley requested Carson Howell provide an update on status of the model policy. Mr. Howell responded that they have received feedback from various entities and are presently compiling that information for presentation to the Board in August.

10. University of Idaho – Faculty Staff Handbook Amendment – Faculty Rank/Promotion

BOARD ACTION

M/S (Westerberg/Goesling): To approve changes to University of Idaho faculty policies as set forth in the materials submitted to the Board. The motion carried unanimously 7-0.

11. University of Idaho – Faculty Staff Handbook Amendment – Faculty Constitution

M/S (Lewis/Terrell): To support the president, Dr. Staben, in his authority in making decisions in this matter. Motion withdrawn.

Mr. Westerberg requested unanimous consent to defer any action on this item to tomorrow morning’s meeting. There were no objections.

BOARD ACTION (Thursday, June 18, 2014)

M/S (Westerberg/Lewis): To support the alternative language proposed by the University Administration relating to matters as set out in PPGA Tab 11, page 3. The Board states its concern for the changes proposed by the University of Idaho Faculty Senate for insertion in Article IV of the University of Idaho Constitution of the University Faculty and University policy in Faculty Staff Handbook 3160. The motion carried unanimously 7-0.

Dr. Staben and Kent Nelson from the University of Idaho provided a recap for the Board on this information item. Dr. Staben pointed out there are two related changes, one to the faculty constitution which must be approved by the Board, and one change to policy. The changes are strongly supported by the Faculty Senate and ensure academic freedom in faculty governance.

Dr. Staben indicated they do have reservations to the policy, and the change to the Faculty Constitution. They proposed an alternative to the faculty which is included in the agenda materials. That alternative was unable to receive a second vote when discussed at the Faculty Senate. He indicated they wanted the Board to be aware of the item and also seeks its input. Dr. Staben indicated that in terms of process, he has 60 days to approve or disapprove the changes after the vote of the Faculty Senate. If the changes are approved, they will go before the Board at the next meeting. If they are disapproved, they go through a different process at the campus.

Dr. Staben pointed out some of the concerns, indicating it allows faculty the ability to discuss policy and governance without any restraint, which in turn could be disruptive. Dr. Staben felt this rule does not serve the faculty well. He felt they should be able to voice their opinions in an appropriate way, but he felt this may disrupt their own governances. Mr. Westerberg also pointed out it shields individuals from disruptive actions. Mr. Lewis asked if the Board should pass a motion in support of the president in this
specific matter.

Dr. Goesling requested additional comment from Dr. Staben. Dr. Staben responded that he could approve this policy and leave it to the Board for decision, or disapprove this policy. He indicated it is a difficult choice in either potentially alienating the Board or alienating his faculty. Mr. Lewis further explained his motion in that he wants to show the institution president Board support for his decision making authority.

Mr. Westerberg recommended a revised motion on this item at the start of Thursday’s meeting and to defer any action until that time. There were no objections.

12. Temporary/Proposed Rule – School District Strategic Planning

BOARD ACTION

Mr. Westerberg requested unanimous consent to defer the action on this item until tomorrow morning at the beginning of the meeting. There were no objections to the request.

BOARD ACTION (Thursday, June 18, 2014)

M/S (Westerberg/Soltman): To amend subsection 02. Reimbursement Eligibility of the temporary proposed rule as follows:

• To add a requirement to subsection b. Documentation of Training to require validation of training attendance;
• To specify that the requirement in subsection c. Format, that the majority of the Board members attend the training, only applies to strategic planning training; and
• In subsection d. Trainer Qualifications, to reduce the required years of experience to two years. The motions carried unanimously 7-0.

AND

M/S (Westerberg/Soltman): To approve the temporary proposed rule as amended. The motions carried unanimously 7-0.

Ms. Bent provided an explanation of the temporary rule, that if approved will provide school districts and charter schools with the information they need to hire eligible trainers to conduct their professional development and develop their strategic plans in an attempt to meet the September deadline. In the statute, the Board is required to maintain a list of qualified trainers, which will be located on the Board’s website. Feedback from the School Boards Association indicated they are uncomfortable with the three year experience requirement and would prefer that it be one year. She also pointed out that with this temporary rule, the official public comment period has not been observed. The Board would not be able to amend it until it is a pending rule. This means that if the rule is amended at a later date, it could cause problems for districts if a trainer was hired that didn’t meet revised qualifications.

Mr. Luna expressed concern about the temporary rule going into effect so quickly. He expressed concern specifically with the language that the majority of the School Board members need to be present in order to receive reimbursement. He felt it seemed logical related to strategic planning but not necessarily to training given that there may be new school board members. He commented that the three year experience level may need to be set lower as well. He pointed out that he would like to see some sort of validation that if a district is being reimbursed for training, that they actually had participated in the training. His clarified that just registering for the training is not enough to qualify for reimbursement. The trainer should have some sort of sign off on the training. Ms. Bent responded that there have been discussions with legislators and other individuals and their intent was that the training would be more than
just conference-style training – the training would be specific to the district and individual needs. Additionally, the three year requirement was based on the suggested level of quality of trainers. Mr. Luna suggested that the annual School Boards Association meeting would be a good resource for training.

Ms. Bent recommended an amendment to section 2.D.ii., that they have “X” number of years, and that the “majority of board members present” sentence would be removed. Mr. Luna expressed that two years is a reasonable number, but is concerned about the feedback on the limited number of trainers that would meet that qualification. He recommended the language be were revised to say one year for 2014-2015 and two years thereafter. Mr. Westerberg felt one year would be too low of a hurdle. There was a short amount of additional discussion. Mr. Westerberg recommended a revised motion on the item at the start of Thursday’s meeting and to defer any action until that time. There were no objections.

EXECUTIVE SESSION (Closed to the Public)

1. Boise State University

BOARD ACTION

M/S (Lewis/Soltman): Pursuant to Idaho Code section 67-2345 to convene in Executive Session to:
1. Consider personnel matters under subsection (1)(a); and to
2. Deliberate regarding the acquisition of an interest in real property under subsection (1)(c); and to
3. Consider records that are exempt from public disclosure under subsection (1)(d); and to
4. Communicate with legal counsel regarding litigation under subsection (1)(f).

A roll call vote was taken and the motion carried unanimously 7-0.

BOARD ACTION

M/S (Westerberg/Luna): To go out of Executive Session at 6:47p.m. The motion carried unanimously 7-0.

Thursday June 18, 2014, 8:00 a.m., Eastern Idaho Technical College, Room 6163/6164, Idaho Falls, Idaho.

The Board reconvened at EITC for regular business. Board President Emma Atchley called the meeting to order at 8:30 a.m. MST and thanked EITC for its hospitality. Ms. Atchley indicated today’s agenda would be altered to consider PPGA items 11 and 12 from yesterday’s agenda. Those items would be addressed first, then the agenda would move to the State Department of Education portion.

President Atchley presented Board member Soltman with an honorary gavel for his service on the Board, and as past Board President. She also presented Board member Terrell with an honorary plaque for his service on the Board for the last 13 years, from 2003-2014. Mr. Terrell is resigning from the Board effective June 30, 2014. Mr. Terrell offered remarks of great appreciation for his service on the Board, for the tremendous work of the Board staff, and the good work, goals and achievements of the State Board of Education. He encouraged Board members to continue to work thoughtfully for the good of the children in Idaho.

Mr. Lewis expressed a heartfelt thanks to Mr. Terrell for his years of service on the Board, and the privilege of working with him. He remarked on Mr. Terrell’s ability to get to the bottom of issues in a tactful, thoughtful, and determined way.
At this time, the Board revisited items 11 and 12 from the Planning, Policy and Governmental Affairs portion of the agenda from yesterday’s meeting, after which it moved to the State Department of Education’s agenda items.

[For meeting minute and context purposes, the discussion and subsequent motions on PPGA items 11 and 12 remain in order with the agenda.]

STATE DEPARTMENT OF EDUCATION

1. Superintendent’s Update

Superintendent Tom Luna provided an update from the State Department of Education. He remarked that the first wave of the Smarter Balanced Assessment Consortium (SBAC) field testing is complete. They surveyed and have received around 11,000 responses and those results are being compiled presently. The testing went well and there were very few technical glitches. The students were exposed to the test and initial responses have been very positive. Responses included that the students were more engaged than on a multiple choice test and they liked being able to explain and work through their answers. There is still concern about the length of the test with the school schedule. The largest challenge has been coordinating students in and out of the testing lab. He encouraged Board members to visit schools and talk to administrators.

Mr. Luna also reported on the second year of technology grants for one-to-one technology. The reports on success have been positive. There have been 99 applications totaling $26 million and there is $3 million left to distribute. Mr. Luna commented that it is obvious there is a demand for one-to-one technology, and that the technology is having a positive impact.

Mr. Luna reported on tiered licensure and he reported they have one more meeting scheduled with the committee. They are beginning the work on literacy and will be making future reports to the Board.

Ms. Atchley asked about concerns for young students and keyboarding skills. Mr. Luna remarked that adults responded that it is a problem, but student responses were different, and pointed out that it was not a problem such as was reported by parents. The students did not report that keyboarding is a struggle.

2. ESEA Waiver Amendment

BOARD ACTION

M/S (Luna/Terrell): To approve Idaho’s application for the ESEA Flexibility Waiver amendment as submitted in Attachment 2. The motion carried unanimously 7-0.

Mr. Luna introduced the item indicating the Department has worked with representatives from the US Department of Education to find appropriate solutions to the peer review findings. He indicated they believe the changes to the waiver will make it better for Idaho. Mr. Soltman asked what would happen if the amendments were not approved. Mr. Luna explained that would result in a default of the waiver, and result to resorting back to No Child Left Behind conditions. 100% of the schools would not be making AYP and there would no longer be a five star rating system. Drastic changes would result at the schools. Mr. Soltman asked how long they will be operating on waivers. Mr. Luna responded as long as they are required and the law is reauthorized.

Ms. Atchley pointed out a typographical error in the second paragraph on p. 278 of the agenda materials, where the second half of the paragraph was duplicated.

OPEN FORUM

Ms. Carol Perry addressed the Board expressing public concerns regarding postsecondary and advanced opportunities. She named several reasons to not pass the amendment on tech prep today, which is
Board Policy Section III.Y., Advanced Opportunities. She felt the changes to the policy would only cause confusion for students and parents. She remarked on articulation difficulties between institutions, the shelf life of the credits, and the matriculation language contained in the policy. She felt there would be unnecessary hurdles placed in front of students and expressed concern for military students and how changes to this policy would affect them.

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)
Section I – Human Resources

1. Chief Executive Officer Employment Agreements/Terms

BOARD ACTION

M/S (Lewis/Terrell): To approve the amended employment agreement for Dr. Robert Kustra as President of Boise State University. The motion carried unanimously 7-0.

M/S (Lewis/Terrell): To approve the amended employment agreement for Dr. Chuck Staben as President of University of Idaho. The motion carried unanimously 7-0.

M/S (Lewis/Terrell): To approve the amended employment agreement for Dr. Art Vailas, as President of Idaho State University. The motion carried unanimously 7-0.

M/S (Lewis/Terrell): To approve the amended employment agreement for Dr. Tony Fernandez as President of Lewis-Clark State College. The motion carried unanimously 7-0.

M/S (Lewis/Terrell): To approve the amended term sheet for Dr. Steve Albiston as President of Eastern Idaho Technical College. The motion carried unanimously 7-0.

M/S (Lewis/Terrell): To approve the amended term sheet for Dr. Mike Rush as Executive Director of the Idaho State Board of Education, to authorize a one-time bonus in the amount of $3,000, and to approve an hourly rate of $60.60 (annual salary of $126,048). The motion carried unanimously 6-0. Mr. Luna was absent from voting.

Mr. Lewis pointed out that with regard to the Executive Director’s term sheet, it is being discussed with the Governor’s office and would return to the Board at a later time. Just after lunch, they passed the motion on Dr. Rush’s term sheet.

2. Amendment to Board Policy – Section II.H. – Coaching Personnel – First Reading

BOARD ACTION

M/S (Lewis/Goesling): To approve the first reading of Board Governing Policy and Procedures II.H., Coaches and Athletic Directors, with all revisions as presented. The motion carried unanimously 7-0.

M/S (Lewis/Soltman): To approve the amendments to the model coach’s contract as submitted. The motion carried unanimously 7-0.


BOARD ACTION

M/S (Lewis/Terrell): To approve the request by Boise State University to enter into a revised five-year employment agreement with Leon Rice as Head Men’s Basketball Coach for a term expiring on March 31, 2019 at a base salary of $596,573 and such base salary increases and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in
Attachment 3. The motion carried unanimously 7-0.

4. Boise State University (BSU) – Multi-Year Employment Agreement – Head Women’s Tennis Coach

BOARD ACTION

M/S (Lewis/Terrell): To approve the request by Boise State University to enter into a three-year employment contract with Sherman Beck Roghaar as Head Women’s Tennis Coach beginning on July 1, 2014 and ending on June 30, 2017, with a starting base salary of $52,398 and such base salary increases and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried unanimously 7-0.

5. Idaho State University (ISU) – Multi-Year Employment Agreement – Head Men’s Basketball Coach

BOARD ACTION

M/S (Lewis/Terrell): To approve the request by Idaho State University to enter into a two-year, eleven month employment agreement with William L. Evans, Head Men’s Basketball Coach, for a term commencing on June 23, 2014 and terminating May 9, 2017, at a base salary of $104,811.20 and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried unanimously 7-0.

Mr. Lewis pointed out that the Board members should have received information containing revised terms to the contract. Mr. Freeman reported that the changes outlined the academic incentive pay be based on the APR national score rather than a percentage.

6. Idaho State University (ISU) – Multi-Year Employment Agreement – Head Women’s Basketball Coach

BOARD ACTION

M/S (Lewis/Terrell): To approve the request by Idaho State University to execute a two-year, eleven month employment agreement with Seton Sobolewski, Head Women’s Basketball Coach for a term commencing June 23, 2014 and terminating May 9, 2017 at a base salary of $98,196.80 and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried unanimously 7-0.

Mr. Lewis pointed out that the Board members should have received information containing revised terms to the contract. Mr. Freeman reported that the changes outlined that the academic incentive pay be based on the APR national score rather than a percentage.

Ms. Atchley asked if the contracts conformed to the model contract. Mr. Freeman responded they do conform to the model policy.

7. Idaho State University (ISU) – Multi-Year Employment Agreement – Head Women’s Volleyball Coach

BOARD ACTION

M/S (Lewis/Terrell): To approve the request by Idaho State University to execute a two-year, eleven month employment agreement with Chad Teichert, Head Women’s Volleyball Coach, for a term commencing June 23, 2014 and terminating January 20, 2017 at a base salary of $62,337.68 and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried unanimously 7-0.

8. University of Idaho (UI) – Multi-Year Employment Agreement – Head Women’s Soccer Coach
BOARD ACTION

M/S (Lewis/Terrell): To approve the University of Idaho’s three-year employment contract with Derek Pittman, Head Women’s Soccer Team Head Coach for a term commencing June 20, 2014 through June 19, 2017, at a base salary of $40,019.20 and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried unanimously 7-0.

Mr. Lewis indicated they had a recommendation to raise the academic incentive for APR. Ron Smith from the University of Idaho responded that they vetted the item through the Athletic Committee and this is the result of what was agreed to in committee. Mr. Freeman pointed out the details of the APR averages and the committee was in agreement with this motion in consideration this is a new coach.

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)
Section II – Finance

1. FY 2015 Operating Budgets

BOARD ACTION

M/S (Lewis/Terrell): To approve the FY 2015 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Postsecondary Professional-Technical Education, Agricultural Research & Extension Service, Health Education Programs and Special Programs, as presented. The motion carried unanimously 7-0.

Mr. Freeman provided a brief overview of the operating budgets. He pointed out on Tab 1, page 32, the personnel cost summaries. Board policy delegates to the president’s the authority to hire personnel. The only personnel the Board approves is the hiring of coaches. Mr. Freeman pointed out this is the only time the Board has to see how many FTE’s the institutions have added.

Mr. Freeman also pointed out that on page 41, under Health Education Programs, line 4 is the WWAMI Medical Education Program, where the FY 15 budget number is lower than the FY 14 number. He pointed out that in FY 15 the legislature took the student fees out of the budget as no longer appropriated. It is an anomaly and appears to be a decrease. There is actually an experienced increase because of the addition of the five new WWAMI seats. He pointed out there is no net decrease, and in fact there is a net increase.

2. Athletics – FY 2015 Operating Budget Reports

BOARD ACTION

M/S (Lewis/Terrell): To accept the Athletics Operating Budget reports for Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College, as presented. The motion carried unanimously 7-0.

Mr. Lewis noted a shortfall with Idaho State University and expected they would correct it quickly.

At this time the meeting recessed for a 15 minute break.

3. FY 2016 Line Items

BOARD ACTION

M/S (Lewis/Terrell): To direct the BAHR Committee to review the FY 2016 budget line item requests as listed on Tab 3, pages 3 and 4, and to report recommendations back to the Board at
the August 14, 2014 meeting. The motion carried unanimously 7-0.

Mr. Freeman pointed out the line item categories that the Board approved at its April meeting. He provided a high level summary at the system wide level. The line items go to BAHR for an in depth review in July and to the Board in August. They are due to the Governor September 1. Complete line item details were provided to the Board members in their agenda materials.

Mr. Freeman pointed out Complete College Idaho (CCI) is a major priority and discussed the requests prepared by the institutions. Those requests were aligned with the CCI plan. Mr. Westerberg commented that he realizes each institution has taken a different approach to CCI, but the spend isn’t proportional to the enrollment. He was concerned it was so divergent between institutions and recommended the BAHR Committee take a deeper look at it, suggesting a common methodology.

Mr. Freeman indicated the next major item deals with deferred maintenance and reviewed those details. He pointed out that the need is far more than the institutions will ever be appropriated for deferred maintenance; they intend to submit a request for $10 million for deferred maintenance costs. Mr. Freeman pointed out that there is an effective process in place for deferred maintenance and major capitol projects whereby the institutions submit a list that is reviewed by staff and also by the Permanent Building Fund Council to the Division of Public Works (DPW), and DPW is tasked with divvying out the funds appropriated to the institutions. Then, DPW works as far down that list as they can.

Mr. Freeman briefly reviewed the philanthropic matching program which was proposed in the President’s Council meeting. He discussed salary competitiveness and where the various institutions rank. He commented that the BAHR Committee will need to consider how it will want to further develop the comparison so it is more “apples-to-apples” with regard to the benchmarks.

Mr. Freeman also highlighted a few areas specific to some of the institutions. There are currently three campuses that have line items addressing the guns-on-campus legislation recently passed. Mr. Freeman recommended additional discussion in the BAHR Committee on the institution-specific initiatives and specifically guns-on-campus.

Mr. Westerberg asked BAHR to consider what the total request ought to be for line items from the institutions. Mr. Lewis indicated the committee would take that into consideration.

Mr. Freeman also pointed out that the four-year institutions are requesting a 5% base increase to offset effects from the recession.

Under the Health Education programs and WWAMI, Mr. Freeman identified the continuation of the four-year build-out on the WWAMI seats, and pointed out the line item for an additional five new seats. Currently the program is at 30 seats per year. The request will bring the WWAMI seats to 35 per year. There are also requests from the residency programs for on-going base funding to offset federal grant dollars that have gone away.

Mr. Freeman discussed the request for funding of the Opportunity Scholarship and indicated the award doesn’t meet the demand. The Board office is also requesting funding for an additional program manager position with the Charter Commission.

Dr. Goesling asked about the veterinarian education program. Mr. Freeman responded it is a joint program with the University of Idaho and Washington State University, and it provides for 44 students at 11 students per year. Dr. Goesling asked about the return on our investment and if the dollars would be better spent at the WWAMI program. Mr. Freeman indicated he would provide information on the program for Dr. Goesling outside of the meeting.

4. Amendment to Board Policy – Section V.R. – Establishment of Fees – First Reading

BOARD ACTION
M/S (Lewis/Goesling): To approve the first reading of proposed amendments to Board policy Section V.R., Establishment of Fees, with all revisions as presented. The motion carried unanimously 7-0.

Mr. Lewis requested the financial vice presidents of the institutions to participate in the discussion. Mr. Freeman indicated that there was interest in exploring the special course fees and whether they are being used for the purpose originally assessed. The Audit Committee asked for an internal audit of the special course fees. The current Board policy on special course fees was not specific enough for the auditors to audit against. Therefore, they were directed to develop policy specific to the special course fees in order to have something specific to audit against.

Mr. Westerberg asked what would change in the process with the acceptance of this policy. Mr. Freeman responded the Audit Committee would review the fees. Mr. Lewis clarified it would be to help keep special course fees in check and to define what a special course fee is and that an auditor may determine whether or not the fee meets the definition of a special course fee.

Mr. Fletcher expressed some concerns on the policy, which he felt could be easily addressed by the BAHR Committee. Ms. Atchley indicated that if the financial vice presidents would like to have additional input, there would be time made to do it between now and the next reading. She expressed that the differences between how institutions determine special fees is confusing and the idea is to make those course fees transparent. She recommended the Audit Committee have a session on this policy. Mr. Fletcher recommended a joint meeting between the provosts, the vice presidents of finance, and the internal auditors. Mr. Smith echoed those remarks. Ms. Atchley indicated the Audit Committee chair would take that request under consideration, and include the BAHR chair in the discussion.

5. Amendment to Board Policy – Section V.T. – Fee Waivers – First Reading

BOARD ACTION

M/S (Lewis/Goesling): To approve the first reading of proposed amendments to Board Policy V.T. Fee Waivers, with all revisions as presented in Attachment 2. The motion carried unanimously 7-0.

BOARD ACTION

M/S (Lewis/Terrell): To approve the following special fees as listed:
- Students attending multiple Idaho public institutions
- Idaho National Laboratory (UI)
- BYU-Idaho - University of Idaho

The motion carried unanimously 7-0.

Mr. Freeman provided a brief explanation of the item and pointed out that the institutions provide a report that attempts to quantify the value of the waivers the institutions are granting to students. Board staff recommended amending policy to allow institutions to enter into in to these types of agreements subject to Board approval.

6. Amendment to Board Policy – Section V.X. – Intercollegiate Athletics – First Reading

BOARD ACTION

M/S (Lewis/Terrell): To approve the first reading of proposed amendments to Board policy V.X. Intercollegiate Athletics, with all revisions as presented in Attachment 1. The motion carried unanimously 7-0.

7. Amendment to Board Policy – Section V.I. – Real and Personal Property and Services – Second Reading
BOARD ACTION

M/S (Lewis/Terrell): To approve the second reading of proposed amendments to Board Policy V.I. Real and Personal Property and Services. The motion carried unanimously 7-0.

8. Amendment to Board Policy – Section V.K. – Construction Projects – Second Reading

BOARD ACTION

M/S (Lewis/Terrell): To approve the second reading of proposed amendments to Board Policy V.K. Real and Personal Property and Services as presented. The motion carried unanimously 7-0.

9. Amendment to Board Policy – Section V.W. – Litigation – Second Reading

BOARD ACTION

M/S (Lewis/Terrell): To approve the second reading of Idaho State Board of Education Governing Policies & Procedures V.W. – Litigation as submitted. The motion carried unanimously 7-0.

At this time, item #13 was moved up on the agenda as a time sensitive matter related to bond issuance.


BOARD ACTION

M/S (Lewis/Terrell): To approve the request by the University of Idaho for a Supplemental Resolution for issuance of the Series 2014 bonds and to approve the projects financed thereby as necessary for the proper operation of the University of Idaho and economically feasible, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho authorizing the issuance and sale of General Revenue Bonds, Series 2014, in the principal amount of up to $52,000,000 (the “Series 2014 Bonds”), authorizing the execution and delivery of a Bond Purchase Agreement, Continuing Disclosure Agreement, Preliminary Official Statement, Final Official Statement and other documents, and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2014 Bonds. A roll call vote was required and taken, and the motion passed unanimously 7-0.

Mr. Smith from the University of Idaho provided a summary of the bond issuance and the request, indicating they are seeking authorization to sell general revenue bonds not to exceed $52 million. The bonds are to finance two construction projects; the Integrated Research Innovation Center and the renovation of the College of Education.

They are asking for a not to exceed interest rate of 5.5%. Their ratings have been affirmed through Moody’s and S&P as AA through stable. Final maturity of the bonds is not to exceed 31 years. The debt service for these bonds has been budgeted within the operational budget of the institution and no additional increase in student tuition or fees is required.

10. Boise State University – Agreement for Football Stadium Naming Rights with Albertson’s

BOARD ACTION

M/S (Lewis/Terrell): To waive Board Policy I.K. and approve Boise State University’s request to name the BSU football stadium “Albertsons Stadium” and to approve the Naming Rights Agreement as presented. The motion passed unanimously 7-0.

Mr. Satterlee from BSU provided a brief summary of the item and reported on the terms of the agreement.
In 2009, Boise State University (BSU) entered into a multimedia and sports marketing agreement with Learfield. At that time, a naming rights agreement for the football stadium was contemplated as part of the contract awarded to Learfield.

The University has since entered into negotiations with Albertsons for the naming rights to the football stadium. Under the proposed agreement, Bronco Stadium would be renamed “Albertsons Stadium.” In exchange for stadium naming rights, Albertsons will make annual payments to the University totaling $12.5 million over the fifteen year term. Of the $12.5 million, $100,000 will support the new Alumni Center.

11. Boise State University – Facility Lease with Gardner and Company

BOARD ACTION

M/S (Lewis/Soltman): To approve the request by Boise State University to enter into a lease agreement with Gardner and Company for the initial term plus all allowable extension periods per the terms of the lease, in substantial conformance with the lease agreement as presented in Attachment 1. The motion passed unanimously 6-0. Mr. Terrell refrained from voting.

Before the discussion of the item ensued, Dr. Kustra offered some praise and remarks toward Mr. Terrell in his service to the Board. He credited Mr. Terrell with building relationships and bringing people together in alliances of various kinds. He thanked Mr. Terrell for his leadership and mentorship for the Board and for institutions.

Dr. Kustra introduced the item and introduced Dr. Mark Rudin and Ms. Stacy Pearson to discuss the details. He reported that Gardner and Company (“Gardner”), a private developer, has approached Boise State University (BSU) with a proposal that provides BSU with an opportunity to own or lease space in its new downtown development at a reduced cost. He pointed out this is a good price and will help better serve students. He commented there is great demand for more students and indicated that with the increase in faculty and students and this will assist with that. He remarked that the proposal calls for BSU to co-locate portions of its Computer Science Department in the new development to be located near technology firms in the downtown area.

Ms. Pearson echoed some of Dr. Kustra’s remarks about the downtown location and that the proposal was carefully vetted. There is collaboration with industry and a strong interest for the types of jobs the computer science department prepares students for. Ms. Pearson indicated there has been an increase in computer science grant funding. She pointed out the space needs for the College of Engineering. She highlighted the project information details and that it will provide 370,000 gross square feet which includes two buildings. The University will occupy 53,549 gross square feet comprised of two complete floors, the second and third floors of the Clearwater Building and a small portion of the Centre Building. Ms. Pearson shared some drawings of the proposed buildings as a visual aid and pointed out who the project partners and co-tenants will be. Lease terms have been negotiated, and it has annual purchase options. It is an annual lease with a tenant improvement exit option. She reviewed under what conditions the tenant improvement cost would be paid should BSU stay in the facility long term.

Ms. Pearson reviewed the purchase terms offered at $169.99 per square foot that includes $2.67M in developer investment into tenant specific improvements. It includes price risk and interest expense through construction and, the purchase price being due in two years. They believe the purchase price option is good and that the lease is a good deal. They are presently seeking approval of the land board lease.

Dr. Rudin commented that BSU has been hearing that they have not been producing enough graduates to meet workforce needs. He remarked on the benefit of iGEM grant money which will help with graduation rates in the computer science area. He pointed out the graduate problem doesn’t just include Idaho, that it is a nationwide shortage.

Mr. Lewis expressed concern about parking for students. Ms. Pearson responded that they are working...
on it and paying careful attention to the issue. She indicated they are assured by the downtown entities that there is adequate parking if they want to purchase it, and it would be discounted parking for BSU. Gardner Company is also looking at procuring additional parking. She indicated they would have additional information available soon. She did say the downtown parking would be more expensive than the parking on campus, but they are working to keep those costs down and will provide additional information. Ms. Atchley echoed that parking and its cost is a real concern. Mr. Lewis urged a direction to a clear path toward the parking situation. Ms. Pearson discussed some of the parking options and clarified that the Gardner Group is looking at two options. One is purchasing an existing parking garage, and one is to build a parking area. How the Gardner Group intends to proceed is not clear yet, as well as the other parking options. She also pointed out there will be a shuttle that runs back and forth to the campus regularly.

There was additional discussion about parking. Ms. Pearson indicated that with today’s action it would approve proceeding with the first year lease. Dr. Kustra expressed his comfort and confidence in the opportunities for reasonable parking options for faculty, staff and students. Mr. Satterlee provided additional remarks about parking. Mr. Lewis requested that information be summarized and provided to the Board.

At this time, Mr. Luna left the meeting, and the group recessed for a lunch break.

12. Idaho State University (ISU) – Report of the Bengal Pharmacy LLC

Arlo Luke, ISU Foundation President, Rex Force, ISU College of Pharmacy, and John Gregory, CFO of the Foundation, provided a report to the Board. They were joined by Kent Tingey, ISU VP for University Advancement.

Mr. Luke expressed great appreciation for the Board’s approval of the Bengal Pharmacy, LLC (Pharmacy). He reviewed the rationale for the Pharmacy, and its goals to generate revenue, provide educational experience to students and provide a research laboratory for faculty and students.

Mr. Luke reported that the Pharmacy startup has experienced delays as well as opportunities, and they don’t expect to take the loss in start-up that was originally projected. Mr. Force reported that the Foundation authorized up to $400,000 for start-up and they have used $308,000 YTD. Their first year revenue projected at $315,000 and the first year projected net operating loss is at $28,420 which is considerably lower than their original loss projection of $153,068.

Mr. Luke reported on the progress of the Pharmacy and that they are achieving profitability. Mr. Force reported that they are on track with the educational mission of the Pharmacy. He said the Pharmacy’s direction is also providing a platform for grant applications. Mr. Luke reported some of the challenges and opportunities at the Pharmacy. Some of the challenges have included technical upgrades. Opportunities include insurance contracting and a partnership with a pharmacy owner in Arco. Mr. Force added that the Bengal Pharmacy LLC is an exciting model for rural area pharmacies.

14. Lewis-Clark State College – FY 2015 Athletic Limit Increase

BOARD ACTION

M/S (Lewis/Goesling): To approve the request from Lewis-Clark State College to increase its FY2015 General Fund athletic limit by $100,000 resulting in a new limit of $1,093,300. The motion carried 6-0. Mr. Luna was absent from voting.

Chet Herbst reported that they are requesting an increase of $100,000, of which the net effect would be to keep at about the same average per participant basis, and the expenditures would be used to hire an assistant coach. Dr. Goesling indicated that Board staff finds LCSC has made a reasonable case for the need to increase its General Fund limit and recommended approval.

At this time, Mr. Freeman requested a moment of personal privilege to express some heartfelt comments.
regarding Mr. Terrell and his service on the Board.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

1. Amendment to Board Policy – Section III.P. – Students – First Reading

BOARD ACTION

M/S (Soltman/Westerberg): To approve the first reading of proposed amendments to Board policy III.P. Students, subsection 18. as submitted in Attachment 1. The motion carried unanimously 6-0. Mr. Luna was absent from voting.

Mr. Soltman indicated that approval of the proposed amendment would include community college students in the student complaint process currently outlined in Board policy, thereby assuring they are in compliance with the Federal Program Integrity Rules.

2. Amendment to Board Policy III.Y., Advanced Opportunities – Second Reading

BOARD ACTION

M/S (Soltman/Westerberg): To approve the second reading of proposed amendments to Board policy III.Y. Advanced Opportunities as submitted in Attachment 1. The motion failed due to a tie. Dr. Goesling, Mr. Terrell and Mr. Lewis voted nay on the motion. Mr. Luna was absent from voting. The item was returned to the IRSA Committee for further work.

Mr. Soltman indicated approval of the proposed amendment will clarify for the institutions that dual credit courses can be either academic courses or professional-technical courses and that students participating in technical competency credit (TechPrep) programs are not concurrently enrolled students.

Mr. Terrell requested discussion on the item as it relates to the military students. Mr. Soltman requested Dr. Schwarz provide comment on the item. Dr. Schwarz responded that most of the specific issues regarding operation can be addressed through PTE in coordinating consistency in operation. He indicated they do not feel there would be barriers to military students.

Ms. Bent offered comments that they are looking to have the transfer of these credits to be more consistent throughout the system and more transparent to students. Dr. Mathias responded that CAAP did discuss the issue at their May meeting and none of the institutions changed their position.

Dr. Schwarz pointed out that this policy is different from where it was when it was originally crafted and overall that it has evolved for the better. Dr. Goesling requested comment from LCSC. LCSC President Dr. Tony Fernandez summarized the history of the program and the amendments to the policy. He commented that when the new policy was put together they disagreed with some of the changes in the second reading. They are concerned that the changes to the policy will affect the tech prep and PTE student numbers. He indicated that LCSC does not support the proposed change in policy.

Mr. Terrell was concerned about taking away from students who want to go to school by charging $65 per credit hour. He asked why they would want to undo what LCSC is doing by not charging the students and absorbing the cost themselves.

Ms. Bent remarked on the complication of this policy and the biggest confusion is the merging of dual credit and tech prep courses. Dual credit courses remain $65. What used to be called tech prep is currently $10 per credit. The difference is that the previous policy was vague on tech prep courses. The change to the tech prep section specifies the students are not concurrently enrolled which takes the students from LCSC into a different category.

Mr. Soltman reviewed what each of the committees recommended. Mr. Terrell recommended the IRSA Committee review the policy one more time before a motion is made on the policy. Mr. Soltman pointed
out that the $65 was decided upon in committee and he would prefer to vote on the motion. Dr. Mathias added some clarifying comments to the discussion. Dr. Goesling expressed allowing the institutions the flexibility to decide on the rates.

After some further discussion, the item was returned to the IRSA Committee for additional work with particular attention to effect on military students.

There being no further business, a motion to adjourn was entertained.

**M/S (Terrell/Goesling): To adjourn the meeting at 2:08 p.m.** The motion carried unanimously 6-0.
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SUBJECT
Program Prioritization Results

REFERENCE
May 2013 The Board directed institutions to institute a prioritization of programs process consistent with Dickeson’s prioritization principles, and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.

June 2013 The Board approved the program prioritization proposals for Idaho State University, Boise State University, and University of Idaho as presented.

August 2013 The Board approved the program prioritization proposal for Lewis-Clark State College as presented.

October 2013 The Board was presented with an update on program prioritization.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.H., Governor Otter’s Zero Base Budgeting (ZBB) Mandate

BACKGROUND/DISCUSSION
At the Board’s May 2013, retreat Dr. Robert Dickeson, author of Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance, facilitated a discussion on setting priorities for the Idaho higher education system. Dr. Dickeson walked the Board through the process of planning and structuring a program prioritization effort. As a result, the Board directed institutions to institute a prioritization of programs process consistent with Dickeson’s prioritization principles.

The Board, with input from several institution presidents and provosts, agreed to a framework for initiating program prioritization on each of the campuses to include proposed outcomes and targets for each outcome. Institutions were asked to develop proposed criteria to be used to evaluate programs and the weighting for their criteria. Institutions presented proposals for initiating a program prioritization process to the Board in June and August of last year. The Board approved proposals for the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College.

On April 15, 2014, a joint meeting of the Council on Academic Affairs and Programs and the Financial Vice Presidents was held to discuss the framework
for presenting program prioritization results to the Board. Four key areas were identified to help validate for the Board the efficacy of the initiative.

- Rigor of the process
- Fulfillment of zero-base budgeting principles
- Achievement of impactful outcomes
- Sustainability of process improvements

Guidance was provided for content to be included or addressed in both the oral and written presentations at the August Board meeting. Each institution will provide an oral presentation to include their respective overarching goals, measurement criteria and units of program analysis, number of programs evaluated and how many programs were placed in each quintile, explanation of common factors that led to programs landing in the top or bottom quintile, lessons learned and actions taking place to include considerations of sustainability.

The written reports will include: (i) a narrative of the process explaining the level of rigor applied; (ii) key process documents such as templates and surveys used to collect data; (iii) key milestones and dates throughout the process; (iv) number of programs in each quintile; (v) number of programs held harmless and why; (vi) key outcomes and recommendations; and (vii) timelines for next steps. The written report will also contain all aspects of the oral presentation.

IMPACT

Program prioritization requires the institutions to conduct an evaluation of programs and services with specific and tangible objectives (goals), and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. Implementation of program prioritization based on Dickeson's framework provides the Board with assurances of consistency and presents the institutions with a unique opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans. This process will provide a method to objectively review program efficiency and effectiveness. Based on the outcome of the program prioritization process “decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others.”1

Finally, program prioritization serves a critical dual purpose by fulfilling the requirements of the Governor’s ZBB mandate.

ATTACHMENTS

Attachment 1 – Guidance Memorandum
Attachment 2a – ISU Program Prioritization Results Academic

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1 Dickeson, R.C. Making Metrics Matter: How to Use Indicators to Govern Effectively, 2013
STAFF COMMENTS AND RECOMMENDATIONS
For the past nine months Program Prioritization has been a standing agenda item for the Instruction, Research, and Student Affairs (IRSA) and Business Affairs and Human Resources (BAHR) committees. This provided Board members with a regular checkpoint and institutions with a forum for technical questions and inter-institutional comparison and dialog.

Per the Guidance Memo referenced above and included as Attachment 1, a system-wide summary of requested findings and outcomes follows:

**Programs Evaluated**

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<thead>
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<th>ISU</th>
<th>UI</th>
<th>LCSC</th>
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<tr>
<td>Academic</td>
<td>339*</td>
<td>177</td>
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<tr>
<td>Non-academic</td>
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<td>TOTAL</td>
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*Includes 163 Minors, Emphases, Options, Alternate Degrees, Undergraduate Certificates and 45 academic departments all of which were evaluated but not quintiled. Degree and graduate certificate programs quintiled = 135.*

**Aggregate Programs per Quintile**

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<tr>
<th></th>
<th>Quintile 1</th>
<th>Quintile 2</th>
<th>Quintile 3</th>
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<tr>
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</table>
Hold Harmless

For Idaho State University (ISU), University of Idaho (UI) and Lewis-Clark State College (LCSC) no academic or non-academic programs were exempt from the program prioritization process. Instructional programs less than three years old were excused from Boise State University’s (BSU) Program Prioritization because of insufficient data to evaluate. In addition, eight secondary education programs were excluded from BSU’s analysis, but will be evaluated jointly by the subject area departments and the College of Education. Evaluation of these programs will be completed and action plans developed by May, 2015.

Sustainability

BSU plans to sustain the benefits of systematic assessment, focusing in particular on the following four areas:

1. Follow-up on implementation of program prioritization action plans
2. Enhance capability to analyze and make use of data on unit and organizational performance
3. Enhance evaluation of instructional programs and academic departments (e.g. refinement of metrics, enhanced assessment of learning outcomes, enhanced periodic review process, etc.)
4. Enhance Evaluation of Administrative and Support Programs to ensure that they will enable an outside reviewer to evaluate the overall effectiveness and efficiency of the unit

ISU Office of Institutional Research stood up a server and built an online application in order to manage the program prioritization input and analysis. ISU’s Program Viability System will be used on-going. “The University will continue to refine its institutional expectations for Program Prioritization in the years ahead. ... A continued use of Program Prioritization will enforce the need to continually assess the quality and necessity of University programs for the benefit of the State of Idaho and its citizens.” ISU has already incorporated program prioritization into its budget development process.

UI’s report is silent on sustaining elements of the program prioritization process.

“LCSC [indicates they] will maintain the College-wide assessment teams and program review protocols, strengthened during this past review cycle, and incorporate ‘lessons learned’ from the Board’s prioritization initiative. Interventions based on the major reviews and action plans, will be implemented with an eye toward sustainability.” In particular, LCSC credited the program prioritization process with exposing gaps in data at the program level and the existence of multiple data sets on campus creating “confusion as to which data sets are official.”
Institution Reports

Idaho State University (ISU) carried out a thorough and inclusive program prioritization process. Major reviews of programs and recommendations have occurred. It is noteworthy that ISU’s process included an extensive effort by senior leadership to vet preliminary recommendations with stakeholders prior to providing final recommendations and the development of a three-phased implementation plan. All programs landing in the fifth quintile have required action plans (consolidate, restructure or eliminate). ISU Academic Affairs has also aligned its budget process with program prioritization.

ISU’s program prioritization of its non-academic programs used a separate set of metrics unique to these programs. It was an iterative process starting with program directors, moving up through each level of management until final approval by the appropriate vice president. ISU ultimately identified 16 programs “for potential program prioritization actions.”

The University of Idaho (UI) listed as one of its overarching goals to review those programs previously placed on a “watch list” during the institution’s 2008-09 program review process. UI also identified review of “other programs found to be low priorities” as a key goal. It would appear that as part of the current program prioritization process, UI watch listed some additional academic programs. Additional clarity is needed about this watch list. What level of review will watch-listed programs be subjected to and are they being ‘watched’ against a predetermined list of benchmarks? Why are they only being watched and not, like the other programs, restructured, consolidated, eliminated, or invested in? It does not appear the UI has adopted final recommendations or developed firm action plans for all programs.

Boise State University’s (BSU) program prioritization process was clearly detailed and documented. The process included an element of increased rigor whereby underproductive programs, based on a threshold number of graduates, were subjected to greater scrutiny. The University identified 22 programs not in the fifth quintile but with a low number of graduates. These programs “were required to develop plans to increase their number of graduates to a level above” an identified threshold value. For instructional degree programs in the 5th quintile “an action plan was developed for programs that describe the substantive change (reinvent, redesign, restructure or phase out).” Degree programs in the 2nd, 3rd or 4th quintiles were required to “develop plans for improvement.” In addition, all programs with low numbers of graduates were required to provide an improvement plan.

Lewis-Clark State College (LCSC) integrated the program prioritization principles into an existing assessment process. Clarification is needed regarding the relationship between LCSC’s annual assessment cycle at LCSC and the program prioritization process. Specifically, LCSC’s report states that prior to this
“program prioritization process, 163 programs” were included in the “annual assessment cycle at LCSC.” However, only 115 programs were prioritized here. This raises the question of what happened to the 48 programs included in the last program assessment cycle but omitted from this prioritization process? Additional clarity is also needed about how LCSC developed and applied the quintiling process. While the criteria used to guide prioritization are articulated, their respective weights were not.

LCSC programs assigned to quintile 5 require major program review with “explicit direction” from the vice president, dean and department chair. “Review plans with outcome and timelines are due in October 2014.” Quintile 4 programs require an action plan addressing areas for improvement to be identified through the college’s assessment processes. These action plans and timelines are also due by October 2014.

**Board Processes & Implementation**

After the August presentations, the Board and/or the institutions may determine to make programmatic changes based on the program prioritization results. Board staff proposes the following process which may require a one-time waiver of Board policy III.G.:

1. An institution desiring to discontinue a program or consolidate programs may do so *en masse* with one letter of notification as an agenda item to the Board for approval.

2. An institution desiring to split an existing program will be required to submit a program proposal through the regular program review process for approval.

3. An institution desiring to create a new program must follow standard procedures consistent with Board Policy III.G and submit a program proposal through the regular program review process.

Staff recommends the Board request institutions provide a one-year follow-up report on implementation.

**BOARD ACTION**

I move to approve the program prioritization process executed by Idaho State University as fulfillment of the Governor’s zero-base budgeting mandate, and to direct the University to work with IRSA and BAHR to begin implementation of recommendations as set forth in Attachment 2.

Moved by ___________ Seconded by ___________ Carried Yes _____ No _____
I move to approve the program prioritization process executed by the University of Idaho as fulfillment of the Governor’s zero-base budgeting mandate, and to direct the University to work with IRSA and BAHR to begin implementation of recommendations as set forth in Attachment 3.

Moved by _______ Seconded by ________ Carried Yes _____ No ______

I move to approve the program prioritization process executed by Boise State University as fulfillment of the Governor’s zero-base budgeting mandate, and to direct the University to work with IRSA and BAHR to begin implementation of recommendations as set forth in Attachment 4.

Moved by _______ Seconded by ________ Carried Yes _____ No ______

I move to approve the program prioritization process executed by Lewis-Clark State College as fulfillment of the Governor’s zero-base budgeting mandate, and to direct the University to work with IRSA and BAHR to begin implementation of recommendations as set forth in Attachment 5.

Moved by _______ Seconded by ________ Carried Yes _____ No ______
To: Provosts
Vice Presidents for Finance & Administration

From: Chris Mathias and Matt Freeman

Date: May 15, 2014

Re: Guidance Memo – Program Prioritization Deliverables for August Board Work session

On April 15, 2014, members of CAAP and the Financial Vice Presidents met to discuss the framework for presenting the results of the program prioritization process. Specifically, participants discussed what should be included in both the written reports (due to the Board Office by July 14, 2014) and the oral presentations planned for the August 2014 Board Meeting. This memorandum outlines the conclusions drawn and expectations moving forward. In this memorandum, the word “program” covers both academic and non-academic programs.

We identified four key areas which will help validate for the Board the efficacy of the Program Prioritization initiative:

- Rigor of the process
- Fulfillment of Zero-base Budgeting principles
- Achievement of impactful outcomes
- Sustainability of process improvements

Oral Presentations should be up to **30 minutes in length** (not including questions) and include:

1. The institution’s overarching goals (*i.e.* desired outcomes).
2. The measurement criteria and the units of program analysis.
3. How many programs were evaluated and how many programs were placed in each quintile.
4. For those programs in either the top or bottom quintile, please generally explain the common factors that led to their current placement.
5. What lessons were learned (*e.g.* implications to the institution, future application, etc.) and what actions are being taken, including considerations of sustainability.
Written Reports must include everything from the Oral Presentations, as well as:

6. A narrative of the process explaining the level of rigor applied.
7. Key (blank) process documents including templates and surveys used to collect the data. If applicable, please include a link to the web application.
8. Key milestones and dates throughout the process.
9. The aggregate number of programs in each quintile.
10. Was there a hold harmless predetermination for any program(s), and if so, why?
11. Key outcomes and recommendations.
12. Timelines for next steps. This should delineate:
   a. What immediate steps have already been taken, if any?
   b. What steps will occur in the future (i.e. phased or out-year changes)? This may require an overview of what steps are co-dependent on the actions of others, such as the Board or NWCCU, or what steps are contingent upon further analysis and review by the institution.
   c. Process improvements (e.g. eliminate duplication, outsource, centralize services, etc.)
Academic Programs
Program Prioritization Report
2014
# Academic Programs Program Prioritization Report

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Executive Summary

Idaho State University’s Office of Academic Affairs approached academic program prioritization with the goal of supporting Idaho State University’s strategic initiatives, strategic plan, and institutional mission and core themes through appropriation of resources based on prioritization of programs. The intent of our process was to strengthen programs and enhance student opportunity.

The Office of Academic Affairs engaged in a twelve-month, data-driven analysis of all academic units and programs as outlined in its Program Prioritization process and timeline documentation. Our process utilized the Dickeson model, as directed by the Board in May 2013. The Office of Academic Affairs employed an evaluation and program scoring matrix based on the Dickeson criteria that was approved by the Faculty Senate, Council of Deans, and the Board. The Office of Institutional Research provided the project support for Program Prioritization in Academic Affairs, and additional resources were housed in Institutional Research to manage the considerable additional workload of building a database system (see Appendix C for details on the Program Viability System) that will be used on-going, beyond the Board mandate of Program Prioritization. Key process documents, including templates and surveys, used to collect the data are provided in Appendices A: Definition & Instructions, B: Score Sheet for Academic Programs and C: Scoring Sheet.

Academic Affairs utilized a continuous feedback model for the evaluation of the Program Prioritization data and report process. This process began September 2, 2013, when Faculty Senate ranked the Dickeson Criteria and reported the results of their ranking to the Deans’ Council on September 10, 2013 at which time Faculty Senate leadership and the Dean’s Council finalized the Program Prioritization Evaluation Matrix, scoring mechanism, and weights. The evaluation matrix was approved by the State Board of Education at their regular October meeting. Program Prioritization has been a standing agenda item at the weekly Deans’ Council meetings since August 2013.

Following the approval of the matrix, Academic Affairs created a report template to be completed by each program. All Academic Affairs program directors and chairs were asked to complete the Program Prioritization Template (template and instructions included as Appendix A) and to define the key linkages between the University’s mission and Core Themes, and using the Viability Report System for data. The unit/level of analysis generally took place at the college and programmatic level, with some programs
further refining the level of analysis to the degree level. Some programs were combined into a single unit because of budgets and the challenges of separating budgets.

The analysis consisted of a three-tiered process as follows:
(i) Program Chairs/Directors completed the program reports and the initial scoring.
(ii) Deans evaluated the Chairs/Directors recommendations and then provided the second scoring. Included in the analysis, colleges and programs provided an action plan for every low-scoring program.
(iii) The final review and analysis of the prior recommendations from the Chairs/Directors and Deans as well as a review of the program-level data was conducted by the Provost, Vice Provost and Associate Vice Presidents during February and March 2014.

This then resulted in Preliminary Program Prioritization Recommendations that were delivered to the Council of Deans for the feedback and response. Academic Affairs aligned its budget process with Program Prioritization and presented its budget to the ISU Special Budget Consultation Committee in early April 2014. Academic Affairs asked all academic units to provide additional information, cost savings, and feedback on the Academic Affairs recommendations in late April; these were due back to Academic Affairs in June 2014.

Program Chairs/Directors completed the program reports and the initial scoring, then the Deans evaluated the Chairs/Directors recommendations and then provided the second scoring. Included in the analysis, colleges and programs provided an action plan for every low-scoring program. The final review and analysis of the prior recommendations from the Chairs/Directors and Deans as well as a review of the program-level data was conducted by the Provost, Vice Provost and Associate Vice Presidents during February and March 2014. This then resulted in Preliminary Program Prioritization Recommendations that were delivered to the Council of Deans for the feedback and response. Academic Affairs aligned its budget process with Program Prioritization and presented its budget to the ISU Special Budget Consultation Committee in early April 2014. Academic Affairs asked all academic units to provide additional information, cost savings, and feedback on the Academic Affairs recommendations in late April; these were due back to Academic Affairs in June 2014.

Idaho State University evaluated 270 academic programs. All programs were evaluated and none were held harmless. As part of the program review and analysis process, academic programs were combined into 177 individual program-level evaluations. This resulted in programs being divided into the following five quintiles: Q1) 36, Q2) 35, Q3) 35, Q4) 35, and Q5) 36. Results of which quintile a program was placed was determined based on the quantitative and qualitative assessment conducted by the colleges. The academic programs utilized a scoring matrix that included the following categories and weighting: Demand (30%), Quality (30%), Revenue and Cost (20%), and Impact & History (20%), which resulted in a score (for a total amount possible 100%). The descriptors for each of the categories in the matrix can be found in Appendix A.
Academic Affairs also evaluated its non-academic programs, which included the Office of Institutional Research, Office of the Registrar, Library, Graduate School, Early College, Museum, Wellness Center, and the Student Success Center (University Honors Program, TRIO, University Tutoring, Disability Services, and Central Academic Advising). These units used the ISU Non-Academic Programs Analysis Template, and made recommendations for changes to Academic Affairs in February 2014. These recommendations have been analyzed and will be folded into the Academic Affairs implementation plan for the academic program recommendations.

The final analysis and recommendations for academic programs included identification of 75 low quintile programs with required Action Plans (program consolidations, restructures, or eliminations), and four (4) Improvement Plans for low quintile programs. In addition, there were eight (8) expansions identified, and the creation of four (4) new programs – for more than 90 programmatic recommendations. Since the internal deadline of February 14, 2014, there have been an additional 29 program changes identified and requested, bringing the current total to 104 programmatic changes.

Timeline and next steps follow a three-phased approach to accomplish the results and recommendations of Program Prioritization. Items identified under Phase I may require minor approvals, which will be sought during the FY2015 year for implementation in the 2015-2016 catalog year. Phase II requires approval by multiple agencies (SBOE, NWCCU) and approvals will be sought during FY 2015 and 2016 for implementation during the 2016-2017 catalog year. Phase III requires approval by multiple agencies (SBOE, NWCCU) and approvals will be sought during FY 2016 and 2017 for implementation during the 2017-2018 catalog year. The Office of Academic Affairs generated the Program Actions Spreadsheet, based on the State Board of Education’s Five Year Plan format, which will be used to implement the three-year, phased approach to Program Prioritization Action Plans (see Appendix D).

The Office of Academic Affairs hired a consultant to assist with implementation of the Program Prioritization recommendations. This work began with the Deans’ Retreat in July 2014. As part of that retreat, there were three areas of focus: Session I: Exploring Program Prioritization- ISU & WSU, Session II: Framing the Future, and Session III: Leading ISU Forward.

The results of the retreat have provided a framework moving forward with proposed changes at the campus, college, and program level. These efforts have formed the basis for Idaho State University’s strategic planning process for its revised strategic plan, which will launch in January 2015. The Program Viability System will assist colleges and Academic Affairs in conducting on-going assessment of program productivity, demand, and highlight areas of need.
Academic Program Prioritization Process Narrative

Goal:
Support Idaho State University strategic initiatives, institutional mission, strategic plan and core themes through appropriation of resources based on prioritization of programs.

Process and Rigor:
The Office of Academic Affairs at Idaho State University has engaged in a twelve-month, data-driven analysis of all of its academic units and programs as outlined in its Program Prioritization process and timeline documentation. Our process utilized the Dickeson Model, as directed by the Idaho State Board of Education in May 2013. The Office of Academic Affairs employed an evaluation and program scoring matrix based on the Dickeson criteria that was approved by the Faculty Senate, Council of Deans, and the State Board of Education. The Office of Institutional Research provided the project support for Program Prioritization in Academic Affairs, and additional resources were housed in Institutional Research to manage the considerable additional workload.

Academic Affairs utilized a continuous feedback model for the evaluation of the Program Prioritization data and report process:

- Faculty Senate ranked the Dickeson Criteria during the week of September 2, 2013 and reported the results of their ranking to the Deans’ Council on September 10, 2013.
- The deans met with faculty and constituents during August to prepare to rank the criteria. The deans ranked the Dickeson Criteria during an Academic Affairs Program Prioritization workshop on September 3, 2013.
- Faculty Senate leadership and the Deans’ Council finalized the Program Prioritization Evaluation Matrix, scoring mechanism, and weights on September 10, 2013. The evaluation matrix was approved by the State Board of Education at their regular October meeting. Program Prioritization has been a standing agenda item at the weekly Deans’ Council meetings since August 2013.
- Academic Affairs created a database system (the Viability Report System), utilizing staff in Institutional Research, to provide all of the program-level data needed for the evaluation matrix
directly to program directors and chairs. The Viability Report System went live for log-in access in December 2013.

- Following the approval of the matrix, Academic Affairs created a report template to be completed by each program. All Academic Affairs program directors and chairs were asked to complete the Program Prioritization Template (template and instructions included as Appendix A) and to define the key linkages between the University’s mission and Core Themes, and using the Viability Report System for data. This template was submitted to College Deans for analysis using a Score Sheet divided out by Department and Program (Score Sheet example included as Appendix B p.17-18). Deans were asked to enter a weighted average for all of the key areas (Demand – 30%, Quality – 30%, Revenue & Cost – 20%, and Impact & History – 20%), which resulted in a score (total amount possible was 100%).

- Following the completion of the program reports, each program chair and/or director and dean scored the programs, and deans submitted the scoring sheets to Academic Affairs.

- Colleges and programs provided an Action Plan for every low-scoring program.

- Program reports, score sheets, and action plans were due to the Office of the Provost and Vice President for Academic Affairs on February 14, 2014.

- The Provost, Vice Provost and Associate Vice Presidents reviewed and evaluated all of the reports, score sheets and recommendations during February and March 2014. A master quintiled list of all academic programs was created from the score sheets.

- Academic Affairs aligned its budget process with Program Prioritization and presented its budget to the Special Budget Consultation Committee in early April 2014.

- Academic Affairs presented its process and overview of its recommendations to the Vice Presidents, President Vailas, Faculty Senate, and the Council of Deans during March and April 2014.

- Academic Affairs asked all academic units to provide additional information, cost savings, and feedback on the Academic Affairs recommendations in late April; these were due back to Academic Affairs in June 2014.

- During June 2014, Academic Affairs compiled all of the additional information, feedback, and cost analyses and created a Program Actions Spreadsheet, based on the feedback from units, of all Program Prioritization recommendations.

**Results and Implementation:**

Idaho State University is on schedule with Program Prioritization. All programs have been analyzed using the viability indicators; all programs have been scored at the program and college/division level; programs have been quintiled; and programs have created action plans for every program in the fifth quintile.
Program Prioritization recommendations have been collated, divided into three Phases based on approval timelines and catalog deadlines, and sent back to Colleges, Departments and Programs for cost analysis, program proposal development, and revision for final recommendations. All program proposals, cost analyses, and revisions were due to Academic Affairs on June 1, 2014 for preparation for submission to the Office of the State Board of Education.

Academic Affairs has generated the Program Actions Spreadsheet, which will be used to implement the three-year, phased approach to Program Prioritization Action Plans.

Academic Affairs has hired a consultant to assist with implementation, beginning with the Deans’ Retreat in July 2014.
Academic Program Prioritization Implementation Timeline

[July 4, 2014 Revision]

May 15, 2013: Robert Dickeson presented a workshop to the Idaho State Board of Education.

May 16, 2013: The Idaho State Board of Education approved a motion to direct the four-year Idaho institutions “to institute a prioritization of programs process consistent with Dickeson’s prioritization principles and ... to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses” (Office of the Idaho State Board of Education Memo, May 17, 2013).

June 2013: Academic Affairs notified the Council of Deans and Faculty Senate leadership that all of the Idaho four-year public institutions had been directed by the Idaho State Board of Education to institute a Program Prioritization process modeled on the Robert Dickeson model.


June 2013: Academic Affairs produced a Program Prioritization Resources document and shared it with the Council of Deans.

June 2013: Academic Affairs presented preliminary plan for Academic Program Prioritization at the June 2013 Idaho State Board of Education meeting, as directed by the Board. Preliminary plan was accepted without change.

July 2013: Program Prioritization added as a standing agenda item for Council of Deans.

July 2013: Program Prioritization preliminary template discussed at the Council of Deans.

August 2013: Program Prioritization template and Viability Indicators presented and discussed at the President’s Retreat with Vice Presidents, Associate Vice Presidents, and Deans present.

August 2013: Deans requested feedback from their colleges/division regarding the Program Prioritization preliminary template.

August 2013: Academic Affairs presented Program Prioritization documents (charge from the Idaho State Board of Education, resources, and preliminary template) at a Faculty Senate meeting.
August 2013: Academic Affairs asked Faculty Senate for feedback on the criteria/indicators used on the preliminary template.

August 2013: Institutional Research created implementation plan for delivery of the Viability Indicators via a web-based system.

September 2013: All criteria and indicators were revised/chosen through a process of feedback and revision with the Council of Deans and the Faculty Senate. Both the Faculty Senate and the Council of Deans ranked the Dickeson criteria.

October 2013: Program Prioritization updates delivered at the Idaho State Board of Education meeting in Lewiston, Idaho. Idaho State University cleared to continue with implementation plan.


October 2013: Institutional Research built the online application for Program Prioritization, and worked with Information Technology (IT) to install appropriate servers for the Program Prioritization process.

October 2013: Council of Deans directed to begin working with units (in advance of the online delivery of the Viability Indicators) to complete the qualitative data sections of the program prioritization template.

November 2013: Program Prioritization web site created and posted.

November 8, 2013: Access to the Program Prioritization Plan Phase I (P4I) template provided to deans for dissemination to units.

December 2013: Units complete P4I template in accordance with Division/College deadlines.

December 16, 2013: Units receive access to the quantitative data (Viability Indicators).

January 2014: Units will complete the Program Prioritization Microsoft Word template. Follow the instructions below to access the Academic Program Viability Data:

1. Log into BengalWeb
2. Select the Academics tab
3. Click on the Institutional Research Internal Website link in the Institutional Research channel

January 2014: Units deliver all Program Prioritization reports to Deans based on Division/College deadlines.
FEBRUARY 14, 2014: All Academic and Non-Academic Program Prioritization college/division rankings and recommendations due to the Provost.

February 19-21: Provost, Vice Provost and Associate Vice Presidents meet in Meridian to review rankings and finalize recommendations.

March 3, 2014: Academic Affairs presents recommendations to Faculty Senate for feedback/discussion.

March 4, 2014: Academic Affairs presents recommendations to Deans Council for feedback/discussion.

March 14, 2014: Final recommendations due from Academic Affairs to President.

March 14, 2014: Provost presents Academic Affairs Program Prioritization to the President and Vice Presidents of Idaho State University.

March 31, 2014: Provost presents Academic Affairs Program Prioritization update to State Board of Idaho member Richard Westerberg at Idaho State University.

April 7, 2014: Academic Affairs sends it recommendations to Deans and Colleges for feedback, and asks for additional information, including cost analyses for all action plans.

June 1, 2014: Additional feedback from Deans and Colleges due to Academic Affairs, after consultation with units and constituents.

June-July 2014: Academic Affairs analyses additional information from Deans and Colleges and completes report for submission to the State Board of Education.

July 8-9, 2014: Academic Affairs holds Program Prioritization Retreat with Deans and Colleges. Dr. Jane Sherman facilitates the discussion as an outside expert and consultant on Program Prioritization implementation.

July 14, 2014: Academic Affairs Program Prioritization report due to Office of the State Board of Education.

August 2014: Academic Affairs presents Academic Program Prioritization presentation to the State Board of Education at the August State Board meeting in Pocatello.

September-December 2018: Implementation of Phased Implementation Plan for all impacted programs (three phases of implementation planned through 2018). Necessary approvals for program changes will be submitted to the State Board of Education and the Northwest Commission for Colleges and Universities.
Program Prioritization Presentation for the State Board of Education
Goal:

Support strategic initiatives, institutional mission, strategic plan and core themes through appropriation of resources based on prioritization of programs and the needs of students.
System for Review and Feedback:

Faculty Senate ranked the Dickeson Criteria during the week of September 2, 2013 and reported the results of their rankings to the Deans' Council on September 10, 2013.

The deans met with faculty and constituents during August to prepare to rank the criteria. The deans ranked the Dickeson Criteria during an Academic Affairs Program Prioritization workshop on September 3, 2013.

The deans and the Faculty Senate leadership worked together to make changes to the Dickeson Criteria matrix, which was approved by the SBOE in October.
## Evaluation Matrix

<table>
<thead>
<tr>
<th>Dickeson Criteria*</th>
<th>ISU Viability Indicators**</th>
<th>Opportunity Analysis***</th>
<th>Size, Scope, Productivity***</th>
<th>ISU Core Themes</th>
<th>Weighting</th>
<th>Points/Score</th>
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<tbody>
<tr>
<td><strong>Demand</strong></td>
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<tr>
<td>Internal Demand</td>
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<tr>
<td>1. Majors/Minors</td>
<td>Qualitative Indicators</td>
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<td></td>
<td>1, 2, 3, 4</td>
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<td>2. Student Credit Hour Production</td>
<td>Qualitative Indicators</td>
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<td>(Narrative)</td>
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<td>3. Unduplicated Student Headcount</td>
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<tr>
<td>External Demand</td>
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<td>1. Market Demand</td>
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<td>2. Industry Partnerships</td>
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<td>3. Research Partnerships</td>
<td>Qualitative Indicators</td>
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<td><strong>Quality</strong></td>
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<td>Quality of Outcomes</td>
<td>Qualitative Indicators</td>
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<tr>
<td>1. Degree Production</td>
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<td>2. Licensure Rates</td>
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<td>3. Specialized Accreditation</td>
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<td>4. Certification/ Completion Rates</td>
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<td>5. Mission/ Institutional Focus</td>
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<tr>
<td>Quality of Inputs</td>
<td>Qualitative Indicators</td>
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<td><strong>Revenue &amp; Costs</strong></td>
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<tr>
<td><strong>Impact &amp; History</strong></td>
<td>Qualitative Indicators</td>
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<tr>
<td>1. Scholarship/ Research</td>
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<td>Qualitative Indicators</td>
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TOTAL
# Program Prioritization Plan

## Academic Programs

### Web Application

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<tr>
<th>Philosophy (ENPH)</th>
<th>ISU Viability Indicators</th>
<th>Opportunity Analysis</th>
<th>Size, Scope, Productivity</th>
<th>Core Themes</th>
<th>Weight</th>
<th>Points</th>
<th>Score</th>
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<td>16</td>
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Totals: 100% | 0 | 0
Program Prioritization Plan
Academic Programs

Reports Available in Program Viability
Program Prioritization Plan

Academic Programs

Program Viability
Program Prioritization Plan

Academic Programs

Quintiles

Quintile 1: Programs/Scores

Quintile 2: Programs/Scores

Quintile 3: Programs/Scores

Quintile 4: Programs/Scores

Quintile 5: Programs/Scores
Program Prioritization Plan
Academic Programs

Action Report

College of Technology
Program Prioritization Action Plan

Professional Technical Education Programs

Civil Engineering Technology: This program will increase recruiting efforts and explore new recruiting methods in an attempt to increase enrollment, to include radio and television advertising. Placement has been weak due to the economic downturn and the decrease in new construction. As the economy strengthens, this program expects demand for these jobs to increase, since companies and government agencies have put off construction projects that are becoming critically important to complete. A very high percentage of Idaho Surveyors are over the age of 55. As they begin to retire, there will be more opportunity for graduates over the next ten years than may be indicated in current data. This program is exploring ways to become more cost efficient, including possibly discontinuing the adjunct instructor contract and looking for cooperative partnerships with the Computer Aided Design Drafting Technology program.

Computer Aided Design Drafting Technology: This program will increase recruiting efforts and explore new recruiting methods in an attempt to increase enrollment. Expectations for increased job demand are also tied to the economy for this program. Recent changes in curriculum and faculty make it more cost efficient. The program discontinued summer session instruction and changed program entry points to fall only, allowing the program to run with one fewer faculty members. The two remaining faculty contracts will be reduced from 11 to nine months. Cooperative partnerships between this program and others with Computer Aided Design, drafting, or blueprint reading components, are being explored to include the recently approved Advanced Manufacturing Technology program.
Program Prioritization Plan

Academic Programs

Action Reports Include:

*Program and Administrative Restructures, Consolidations, Program Improvement Plans, New Programs, Program Eliminations, and other innovations*
All reports and data have been reviewed at every level (January – February 2014)

Programs did an excellent job of reviewing programs and making substantive recommendations
Program Prioritization Plan
Academic Programs

March through June 2014:

Academic Affairs updated the Vice Presidents, President, Council of Deans, and Faculty Senate

Colleges were asked to analyze the cost/benefit of their recommendations and seek constituent input

Academic Affairs made recommendations to the Colleges that were vetted at the College/Division level
June-August 2014:

Academic Affairs received feedback from all Colleges regarding its recommendations and finalized the Action Plans Document for all academic units on June 1.

Academic Affairs hosted an external consultant to assist with the implementation plan in July 2014.

Implementation of Three-Year Phased Plan will begin in August 2014.
Program Prioritization Plan

Academic Programs

Academic Affairs will continue to improve the Indicator Data System (Viability Reports) and will provide data on an annual basis.
Appendix A:

Program Prioritization
Definition & Instructions
Academic Programs

Template
I. Overview

Many institutions and state systems have launched program prioritization plans under the guidance or influence of Robert Dickeson’s model as represented in his book, Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance (Jossey-Bass, 2010). Robert Dickeson presented a workshop to the Idaho State Board of Education on May 15, 2013. On May 16, 2013, the Idaho State Board of Education approved a motion to direct the four-year Idaho institutions “to institute a prioritization of programs process consistent with Dickeson’s prioritization principles and ... to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses” (Office of the Idaho State Board of Education Memo, May 17, 2013). Academic Affairs has implemented a campus-wide process that aligns the Idaho State University Viability Report and the ISU Strategic Plan with a program prioritization model based on the Dickeson framework.

II. Instructions for Program Prioritization

The following criteria and viability indicators will be used to create the Academic Program Prioritization & Weighting Analysis Criteria table below. The numbers in each cell match the description below.

![Program Prioritization](image)
Enter your responses for the Program Prioritization criteria in the boxes below.

**Demand Row**

### #1-Demand (row) & ISU Viability Indicator (column)

**ISU Viability Indicator definition – Internal & External Demand** – The criterion of internal demand can be accomplished by rating the relative dependence the campus has on the program (Dickeson, 2010-p.74-75). The external demand criterion seeks to assess the need for and attractiveness of the program, usually driven by national statistics (Dickeson, 2010-p.72-74). The Georgetown study of Idaho jobs is one such national statistic.

**Georgetown Study Idaho Jobs**

This report uses data provided by Georgetown University’s Georgetown Public Policy Institute Center on Education and the Workforce which projects the number of job openings in Idaho. The Office of Institutional Research at Idaho State University mapped specific jobs from the raw data from Georgetown University to programs/departments. The complete report can be found at [http://cew.georgetown.edu/recovery2020/](http://cew.georgetown.edu/recovery2020/)

### #2 – Demand (row) & Opportunity Analysis (column)

**Opportunity Analysis definition** – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university’s future. For example: what about cooperative or collaborative relationships with other departments? With other
institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

[Type your response here]

#3 – Demand (row) & Size, Scope, Productivity (column)

Size, Scope, Productivity definition – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

[Type your response here]

#4 – Demand (row) & Core Themes (column)

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University’s mission and Core Themes.

Yes □/No □  ISU Mission Statement: The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Yes □/No □  CORE THEME ONE: LEARNING AND DISCOVERY - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

Yes □/No □  CORE THEME TWO: ACCESS AND OPPORTUNITY - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.
Yes □/No □  CORE THEME THREE: LEADERSHIP IN THE HEALTH SCIENCES - Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Yes □/No □  CORE THEME FOUR: COMMUNITY ENGAGEMENT AND IMPACT - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

What are the key linkages between your program and the University’s Mission & Core Themes?

#18 – DEMAND Points (column)

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[Type your response for the DEMAND points value here]

Quality

#5 – Quality (row) & ISU Viability Indicator (column)

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<td>3. Fall to Fall Retention [PV]</td>
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<td>4. Scholarship/Research [AI]</td>
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PV = Program Viability  
AI = Activity Insight

To access Program Viability or Activity Insight follow the directions below:

1. Log into BengalWeb  
2. Click on the Academics tab  
3. Select the Institutional Research Internal Website link for Program Viability or the Activity Insight link in the Institutional Research channel
Quality definition – Quality of Outcomes and Quality of Inputs – The inputs criterion seeks to address the quality of the program’s contributions and evaluate the processes in place to take advantage of the following resources: faculty and staff, percentage of instruction offered by full-time faculty, students, curriculum, and adaptability to technology. Quality outcomes are based on the resources it will take to make a viable program that produces well-rounded graduates ready for the job market (Dickeson, 2010-p.75-79).

Opportunity Analysis definition – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university’s future. For example: what about cooperative or collaborative relationships with other departments? With other institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

Size, Scope, Productivity definition – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)
#8 – Quality (row) & Core Themes (column)

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University’s mission and Core Themes.

Yes □/No □  
**ISU Mission Statement:** The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Yes □/No □  
**CORE THEME ONE: LEARNING AND DISCOVERY** - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

Yes □/No □  
**CORE THEME TWO: ACCESS AND OPPORTUNITY** - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

Yes □/No □  
**CORE THEME THREE: LEADERSHIP IN THE HEALTH SCIENCES** - Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Yes □/No □  
**CORE THEME FOUR: COMMUNITY ENGAGEMENT AND IMPACT** - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

[What are the key linkages between your program and the University’s Mission & Core Themes?]
#18 – QUALITY Points (column)

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[Type your percentage response for the QUALITY points value here]

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Revenue & Cost

#9 – Revenue & Cost (row) & ISU Viability Indicator (column)

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<td>4. Expenditures [PV]</td>
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<tr>
<td>5. Cost per Credit Hour [PV]</td>
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Revenue & Costs definition – Resources can be generated from enrollment, research grants, fundraising, equipment grants, other sources and potential revenue. Relationships (program-specific, university-corporate, economic development, joint ventures, etc.), for example, may yield many community, state and world benefits that cannot be measured with money, but benefit students greatly. Resources are sometimes more important than money (Dicksen, 2010-p.81-84).

[Type your response here]

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#10 – Revenue & Cost (row) & Opportunity Analysis (column)

<table>
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<tbody>
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<td>• Qualitative Indicators</td>
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</table>

Opportunity Analysis definition – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in
the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university’s future. For example: what about cooperative or collaborative relationships with other departments? With other institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

#11 – Revenue & Cost (row) & Size, Scope, Productivity (column)

**Size, Scope, Productivity definition** – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

#12 – Revenue & Cost (row) & Core Themes (column)

1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.
2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University’s mission and Core Themes.

**Yes □/No □ ISU Mission Statement:** The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

**Yes □/No □ CORE THEME ONE: LEARNING AND DISCOVERY** - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.
CORE THEME TWO: ACCESS AND OPPORTUNITY - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

CORE THEME THREE: LEADERSHIP IN THE HEALTH SCIENCES - Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

CORE THEME FOUR: COMMUNITY ENGAGEMENT AND IMPACT - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

**Impact & History**

#13 – Impact & History (row) & ISU Viability Indicator (column)

- Scholarship/Research [AI]
- Alumni Support
- Program’s Distinction [PV]

Impact & History definition – Consider why the program was established and what were the institution’s original expectations? Has the program adapted to meet changing demands: locally, regionally, and nationally.
since its inception? Is the program still able to produce well rounded students according to today’s job market and expectations? (Dickeson, 2010-p.71-72) and (Dickeson, 2010-p.84-85)

#14 – Impact & History (row) & Opportunity Analysis (column)

**Opportunity Analysis definition** – This criterion seeks to capitalize on areas that the university may not have considered previously. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world today is different, and we must commit ourselves to preparing our graduates for their future. Potential areas and ideas may have a great impact on the university’s future. For example: what about cooperative or collaborative relationships with other departments? With other institutions? What external environmental factors affect the institution in such ways that opportunities are created? (Dickeson, 2010-p.86-87)

#15 – Impact & History (row) & Size, Scope, Productivity (column)

**Size, Scope, Productivity definition** – This criterion looks at real qualitative numbers. For example: What is the number of faculty, staff, and students required to be a designated department? Does information analysis suggest opportunities for consolidation or restructuring? (Dickeson, 2010-p.80-81)

#16 – Impact & History (row) & Core Themes (column)

**Impact & History: Core Themes (Popup window)**

1. Check which of the ISU Mission Statement and Core Themes 1-4 apply.
2. Enter narrative text which defines the key linkages between the program and the university's mission and core themes that you checked.
1. Fill in Yes/No box (using Text Highlight Color) to answer which of the ISU Mission Statement and Core Themes 1-4 apply.

2. Then enter narrative text (in the box below) which defines the key linkages between the program and the University’s mission and Core Themes.

Yes □/No □  **ISU Mission Statement:** The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Yes □/No □  **CORE THEME ONE: LEARNING AND DISCOVERY** - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

Yes □/No □  **CORE THEME TWO: ACCESS AND OPPORTUNITY** - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

Yes □/No □  **CORE THEME THREE: LEADERSHIP IN THE HEALTH SCIENCES** - Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Yes □/No □  **CORE THEME FOUR: COMMUNITY ENGAGEMENT AND IMPACT** - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

[What are the key linkages between your program and the University’s Mission & Core Themes?]

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#18 – IMPACT & HISTORY Points (column)

16 Points Value  (User Input)

* Category grade entered by the Dean, Department Chair, or Program Director based on analysis of the information, intimate knowledge, and insight

* Range: 0-100

[Type your response for the REVENUE & COST points value here]
References

Appendix B:

Program Prioritization
Score Sheet
Academic Programs
Program Prioritization
Score Sheet Example
Academic Programs

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Appendix C:

Program Prioritization
Viability Report System
Academic Programs
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- College of Arts and Letters
- History
Appendix D:

Academic Programs
Key Outcomes and Recommendations
&
Key Outcomes Action Plan
Academic Affairs Key Outcomes and Recommendations

Program Prioritization Recommendations for Academic Programs

PRELIMINARY RECOMMENDATIONS
PRESENTED TO THE COUNCIL OF DEANS ON APRIL 8, 2014

LEGEND:

**Yellow Highlighting**: Approvals obtained or none needed; incorporated into current budget cycle for implementation during FY 2015. Catalog Year 2014-2015.

**Phase I**: Approvals needed, but may be in process. Approvals will be sought during FY 2015 for implementation for Catalog Year 2015-2016.

**Phase II**: Approvals needed, often by multiple agencies (including SBOE and NWCCU). Approvals will be sought during FY 2015 or FY 2016 for implementation for Catalog Year 2016-2017.

**Phase III**: Approvals needed, often by multiple agencies (including SBOE and NWCCU). If approved, Academic Affairs will seek implementation during FY 2016 for inclusion in the 2017-2018 Catalog Year.

Academic Affairs makes the following general recommendations:

Increase recruiting in every college. Develop recruiting plan for each college. Utilize workload to engage faculty in recruiting. **Phase I**

Audit of reduced tuition employee students (five dollar credit hour) in graduate programs. **Phase I**

Treat the General Education Program as an Academic Affairs program for the purposes of data collection, analysis, and strategic planning. **Phase I**
Continue to reform Remedial Education in conjunction with the State Board of Education’s 60% Goal. Scale up Remedial Pilot Project by Fall 2015. **Currently in Progress; PHASE I.**

Create centralized budget for all non-specialized accreditation activities; audit/analyze budgets and spending for specialized accreditation. **PHASE I**

Centralize the purchasing of specialized software packages within Academic Affairs. **PHASE I**

In anticipation of expansion for Twin Falls, AA recommends that a single UBO for all outreach centers be assigned that would work with one financial tech for Meridian, one for Idaho Falls, and one for Twin Falls. It is the intent that all hiring in the Colleges and outreach centers be supportive and in alignment with the Five-Year Plan. **PHASE III**

**Division of Health Sciences:** Academic Affairs has eleven specific recommendations that include: two program improvement plans; one elimination; four restructures; two consolidations; and two expansions.

1) Support the DHS recommendation that the School of Nursing evaluate the curriculum in its baccalaureate degree program, including the baccalaureate completion portion of their curriculum to make the program more financially competitive with other available programs in the state. The investment and the expansion of this program to Twin Falls and Idaho Falls could generate revenue for the institution. **RESTRUCTURE**
   a. **PHASE I; FY 2016; Catalog Year 2015-2016; Curriculum Redesign Required; Internal Approvals.**

2) Support DHS recommendation that a full redesign of the basic natural and physical sciences associated with the health professional programs occur. **RESTRUCTURE**
   MULTIPLE PROGRAMS IMPACTED IN COLLEGE OF SCIENCE AND ENGINEERING.
   a. **PHASE II; FY 2017; Catalog Year 2016-2017; Curriculum Redesign Required; Internal Approvals; May require SBOE and NWCCU approvals.**

3) Support DHS recommendation that the Health Education and Public Health programs combine into a single department with a single chair to improve the efficiency of the administration of the programs and assure that curricular overlap across the two programs is minimized. **CONSOLIDATION**
   a. **PHASE I; FY 2016; Catalog Year 2015-2016; Notification of the SBOE required.**

4) Support DHS recommendation that Fire Services Administration and Emergency Management move from College of Technology to DHS with the Paramedic Science to be incorporated into an Emergency Services Department. AA further recommends the
programs be monitored for enrollment numbers as the changes take place, and to explore a self-support model for long-term sustainability. **CONSOLIDATION**

a. **PHASE I; FY 2015; Catalog Year 2015-2016; Notification of the SBOE required; IN PROCESS.**

b. **COST REDUCTION:** DHS is calculating possible savings in administration costs.

5) Support DHS recommendation that the Dental Hygiene Program move forward with plans to locate in Meridian. Rather than splitting the program of 30 into two 15 cohorts, AA recommends a study for the expansion of a full cohort to Meridian (or, the move of a cohort to Twin Falls). This move will increase ISU’s presence in the Treasure Valley and improve our applicant rate. AA further recommends DHS identify ways to generate more revenue to increase faculty, and that DHS explore a self-support model for long-term sustainability. **EXPANSION**

a. **PHASE II; FY 2017; Catalog Year 2016-2017; Approvals from Specialized Accréditor, SBOE, NWCCU.**

b. Evaluate possible self-support model to manage faculty support needed for expansion.

6) AA recommends DHS develop a Program Improvement Plan for the Bachelor of Science in Educational Interpreting. AA supports the DSH plan to develop a medical interpreting component to the program. **RESTRUCTURE/PROGRAM IMPROVEMENT PLAN**

a. **PHASE I; FY 2015; Catalog Year 2015-2016; Internal Approvals; SBOE notification may be required for curricular change.**

7) AA supports DHS recommendation that the BS in Educational Interpreting move to the Meridian campus. **RESTRUCTURE**

a. **PHASE I; FY 2015; Catalog Year 2015-2016; Specialized Accréditor, SBOE, NWCCU approvals/notification required.**

8) AA recommends additional study and possible closure of the Associate degree in Sign Language Studies. **PROGRAM IMPROVEMENT PLAN/ELIMINATION**

a. **PHASE I; FY 2015 (PROGRAM IMPROVEMENT PLAN); Catalog Year 2015-2016; SBOE, NWCCU approvals and teach-out plan approvals required.**

9) Support DHS recommendation that Medical Laboratory Science Program be expanded to the Idaho Falls/Rexburg area. **EXPANSION**

a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE, NWCCU notification required.**

**Arts and Letters:** Academic Affairs has eleven specific recommendations and one overall recommendation to the College that include: ten eliminations, one program improvement plan,
and a review to be conducted of all minors with low-enrollment (e.g., Latino Studies, Folklore) and a program improvement plan developed for each (or elimination/consolidation of the minors).

1) Support A&L recommendation to discontinue the Bachelor of University Studies. This will produce savings in advising and faculty time. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

2) Support A&L recommendation to discontinue the Bachelor of Art in French. This will produce savings that can be reallocated to higher demand languages. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

3) Support A&L recommendation to discontinue the Bachelor of Art in German. This will produce savings that can be reallocated to higher demand languages. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

4) Support A&L recommendation to discontinue the Interdisciplinary MA degree offerings in the Humanities and Social Science fields. **AT LEAST THREE ELIMINATIONS**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; approvals under investigation.**

5) AA recommends A&L develop a Program Improvement Plan for the School of Performing Arts. This plan should specifically address low retention and graduation rates as well as focus on increased donor activity and potential prospects. **SCHOOL IMPROVEMENT PLAN**
   a. **PHASE I; FY 2015.**

6) AA recommends that A&L consolidate and/or eliminate the Bachelor of Arts or the Bachelor of Science in Political Science rather than maintain both a BA and BS, since the curriculum is identical. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

7) AA recommends that A&L consolidate and/or eliminate the Bachelor of Arts or the Bachelor of Science in Theatre rather than maintain both a BA and BS, since the curriculum is identical. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE and NWCCU approvals required; SBOE and NWCCU teach-out plan approvals required.**
8) AA recommends consolidation and elimination of either the Master of Arts in Anthropology or the Master of Science in Anthropology. This will result in a cost savings in faculty committee time. **ELIMINATION**
   a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; NWCCU notification required; SBOE and NWCCU teach-out plan approvals required.**

9) AA recommends elimination of the Communication and Rhetorical Studies undergraduate degree program as part of the ongoing plan to create the Communication, Media & Persuasion consolidated undergraduate degree within the newly consolidated department. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE and NWCCU approvals required; SBOE and NWCCU teach-out plan approvals required.**

10) AA recommends the review and program improvement plans for all low-enrolled minors in the College of Arts and Letters (Folklore, Latino Studies). College will evaluate options including curricular consolidation and/or elimination. **PROGRAM IMPROVEMENT/ELIMINATION/CONSOLIDATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE notification required.**

**Science & Engineering:** Academic Affairs has twelve specific recommendations to the College that include: five eliminations, two consolidations, three restructures and two expansions.

1) AA recommends the CoSE develop a common academic core for first two years of engineering and eliminate the course codes for mechanical, electrical, civil, and nuclear and replace them with ENGR. This would result in cost efficiencies, and greater transparency and transferability for students. **RESTRUCTURE**
   a. **PHASE II; FY 2016; Catalog Year 2016-2017; Internal approvals required; Specialized Accrreditior approvals may be required.**

2) AA supports CoSE recommendation to create a B.S. degree in Applied Electrical Engineering, which will be a joint program between the Electrical Engineering Department and the College of Technology. This will provide graduates greater opportunity and increase the economic impact in the region. **EXPANSION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required.**

3) AA recommends that CoSE evaluate and revise the curriculum of the Engineering and Applied Science doctoral program to better meet the needs of students and the market. Program will be offered in full in Idaho Falls. **RESTRUCTURE/EXPANSION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; Internal approvals required.**

4) AA supports the CoSE recommendation that a biomedical core transfer to the Meridian campus. This restructure will strengthen and support the Anatomy and Physiology Lab...
and expansion of health profession programs in the Treasure Valley. AA further recommends that for all future biology hires that biomedical become the top priority, followed by microbiology. **RESTRUCTURE**

a. **PHASE I; FY 2015; Internal approvals required.**

5) AA recommends that the Master of Natural Science in Biology be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

6) AA recommends that the Master of Natural Science in Physics be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

7) AA recommends that the Master of Natural Science in Geology be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

8) AA recommends that the Master of Natural Science in Chemistry be eliminated and consolidated into a single Master of Natural Science degree that will include curricular alignment. AA further recommends the development of a recruitment plan. This will reduce costs through a single faculty advisor. **ELIMINATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; SBOE and NWCCU teach-out plan approvals required.**

9) AA recommends that CoSE create a consolidated, interdisciplinary Master of Natural Science for use for all CoSE disciplines. Students from eliminated programs may be transitioned to the new program. **CONSOLIDATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**

10) AA recommends that CoSE create a consolidated, interdisciplinary Associate of Science degree for use for all CoSE science disciplines, and eliminate the other A.S. degrees in the College. **CONSOLIDATION**

a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**
11) AA recommends that CoSE eliminate the A.S. degree in Geology, and create an interdisciplinary A.S. degree in Science. **ELIMINATION**
   a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**

**College of Education:** Academic Affairs has one general recommendation to the College to evaluate its thirty-six Secondary Education degrees, and seven specific recommendations that include two eliminations, three restructures and the creation of two new programs.

1) AA recommends that the College analyze the curriculum and structure of its thirty-six Secondary Education degrees. Efficiencies for Departments, Colleges, and students may result from consolidation or restructuring of these degree options, and through the reexamination of their location in the curriculum. AA recommends that this analysis be conducted in conjunction with the Content Areas, and within the context of national data regarding content, state endorsement requirements, and accreditation requirements. **UP TO 36 CONSOLIDATIONS/RESTRUCTURES/ELIMINATIONS**
   a. **PHASE III; FY 2016; Catalog Year 2016-2017 OR 2017-2018; SBOE, NWCCU approvals required; additional approvals may be required (including the Idaho State Department of Education).**

2) AA recommends that the College enhance its web site and other marketing venues to highlight Alternate Route and Accelerated Program options leading to teacher education certification, and clearly define and catalog the route to certification for current bachelor degree holders, or bachelor-seeking students who are not enrolled in the College of Education. Create an additional curriculum or course structure if needed to support students with existing bachelor degree.
   a. **PHASE I; FY 2015; Internal Approvals May be Required; SBOE and State Department of Education approvals may be needed.**

3) AA recommends the development of a Master of Art in Teaching (MAT) that would meet the needs of the Magic Valley and Wood River Valley markets. **NEW PROGRAM**
   a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; additional approvals may be required.**

4) AA recommends the creation of an on-line secondary education teacher certification program. **RESTRUCTURE, NEW PROGRAM**
   a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required; additional approvals may be required.**

5) AA supports CoE recommendation to eliminate the Master of Education with Child and Family Studies Emphasis. **ELIMINATION**
   a. **PHASE II; FY 2016; Catalog Year 2016-2017; SBOE approval required.**
6) AA recommends that CoE eliminate either the BA or the BS degree in General Family and Consumer Sciences. **ELIMINATION**  
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval required; other approvals may also be required.**

7) AA recommends that CoE restructure and renew the Intermountain Center for Educational Effectiveness and include all regional consultants with collaborative research, outreach and development opportunities for faculty. **RESTRUCTURE**  
   a. **PHASE I; FY 2015; in progress. Salary savings reallocated to other programs within the College of Education.**

8) AA accepts the CoE recommendation to restructure and revitalize the Instructional Design PhD Program to include interdisciplinary concentration areas. This restructure supports recommendations made by external reviewers. **RESTRUCTURE**  
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE letter required; cost savings possible.**

**College of Business:** Academic Affairs has six specific recommendations to the College that include: two restructures, two eliminations, one expansion and the creation of one new program.

1) AA recommends that the transfer of the Economics program from the College of A&L to the CoB be completed, that curriculum streamlining be continued, and that CoB develop an enrollment and degree completion improvement plan for Economics. **RESTRUCTURE**  
   a. **PHASE I; FY 2015; Catalog Year 2014-2015; SBOE approval obtained; in process.**

2) AA recommends CoB pursue the creation of additional business health care programs, including emphases areas and the Healthcare Informatics master’s degree. AA further recommends that this unique program be offered in the Magic Valley. **NEW PROGRAM/EXPANSION**  
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval needed; other approvals may be needed.**

3) AA supports the College of Business recommendation to merge the Department of Management and the Department of Marketing into a single administrative unit, The Department of Management and Marketing. There are only 3.5 FTE in the Department of Marketing and it is not cost effective for the CoB to support a course release and a stipend for a Chair to oversee the remaining 2.5 FTE. **RESTRUCTURE**  
   a. **PHASE I; FY 2015; cost savings include the course release and chair stipend.**
4) AA supports the CoB recommendation to eliminate the Double Major in Management and Marketing. This elimination has been proposed and accepted by the CoB's Undergraduate Curriculum Committee as well as the University's Undergraduate Curriculum Council. The introduction of the "Flexible BBA" has negated the necessity for the dual major. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE notification required.**

5) AA supports the CoB recommendation that the Native American Business Administration emphasis be reconsidered. The College of Business no longer has a faculty member with this expertise area, and the two Management courses focusing on Native American enterprise have not been offered in some time. **ELIMINATION**
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE notification required.**

**College of Technology:** Academic Affairs has two general recommendations to the College in accordance with the Idaho State Division of Professional Technical Programs. In addition, Academic Affairs has two specific recommendations including one restructure and one elimination.

1) AA acknowledges that the CoT has eliminated more than a dozen programs in the past several years as part of their program review required by the Division of Professional Technical Education and the Idaho State Board of Education. CoT is currently adding new programs as recommended. **ELIMINATIONS/NEW PROGRAMS**
   a. **PHASE I; approvals obtained during FY 2014; in process for Catalog Year 2014-2015.**

2) AA recommends that CoT continue to consider elimination of small, under-subscribed programs in accordance with the Division of Professional Technical Education guidelines. **ELIMINATIONS**
   b. **PHASE II, FY 2016, Catalog Year 2016-2017, PTE and SBOE approvals required.**

3) AA recommends that the Geomatics Program name be changed to better reflect its focus, and that ties with Civil Engineering be strengthened in terms of both partnerships and curriculum. AA recommends that the Geomatics program in Meridian be eliminated. **RESTRUCTURE/ELIMINATION**
   c. **PHASE II, FY 2016, Catalog Year 2016-2017, SBOE approval required, SBOE and NWCCU teach-out approvals required. MOU with CWI, BSU or other partnering institution may mitigate teach-out need.**
ISU Meridian Campus: Academic Affairs has three specific recommendations to the Meridian campus that include: two eliminations, and two restructures. Further, AA will conduct a desk audit of classified staff support.

1) AA recommends elimination of all non-health related programs in Meridian, and that the B.S. Geomatics Technology and MPE in Athletic Administration (due to competition from BSU) be considered for retraction to the Pocatello campus. **TWO ELIMINATIONS**  
   a. **PHASE I; FY 2015; Catalog Year 2015-2016; SBOE approval needed; MOU with Boise State needed.**

2) AA recommends that the Meridian Campus establish additional administrative supports for all clinical health professions. **RESTRUCTURE**  
   a. **PHASE III; FY 2017; SBOE and NWCCU notifications may be needed. Space and moving needs also incurred.**

   a. **PHASE II; Internal Approvals Needed; SBOE Approvals Needed.**

ISU Idaho Falls Campus: Academic Affairs has four specific recommendations to the Idaho Falls Campus that include: two restructures, one expansion, and the creation of one new program. Line commission recommends creation of polytechnic institution in Idaho Falls (appendix item).

1) AA recommends the Idaho Falls Campus transition from primarily offering the first two years of lower division undergraduate courses to providing bachelor’s and graduate degrees in Engineering, Health Care, Business, Education, and the Liberal Arts. AA further recommends that faculty located at this campus have primary research emphasis in the areas of Engineering, Science, Energy, and Forensics. **RESTRUCTURE**  
   a. **PHASE I, PHASE II, PHASE III**

2) AA recommends the Idaho Falls Campus expand the following existing programs: **EXPANSION**  
   a. Health Care, BSN Completion **PHASE I**  
   b. Engineering, Nuclear, Mechanical, Civil, Electrical, and Computer Science in a two- phased approach. **PHASE I**—all existing Bachelor of Art undergraduate and graduate programs to the campus; and **PHASE II**—expand all relevant existing Engineering programs to Idaho Falls.  
   c. Education, Secondary Education certificate. **PHASE I, PHASE II**  
   d. Business, BBA, MBA, and MAcc. **PHASE I**
e. Liberal Arts basic undergraduate degrees with faculty research emphasis on energy related areas. **PHASE I**

3) AA recommends the Idaho Falls Campus establish Forensic Science programs complimentary with INL and their Homeland Security focus. (Revisit the idea NWRCL would be located in Idaho and ISU would be premiere institution in relationship to the crime lab.) Accomplish through joint appointments with INL and restructuring. Work with Office of Research for implementation. **NEW PROGRAMS**
   a. **PHASE III; FY 2017; Catalog Year 2016-2017; SBOE and NWCCU approvals needed. Space needed.**

12) AA recommends the Idaho Falls Campus continue to increase the number of partnership master’s degrees with BYU-I (3+2, 4+1). **RESTRUCTURE/EXPANSION**
   a. **PHASE I; FY 2015-FY 2016; MOUs in process; Catalog Years 2015-2016, 2016-2017; SBOE approvals needed for MOUs and Programs; other approvals may be needed.**

**ISU Twin Falls Campus:** Academic Affairs recommends significantly expanding ISU-Twin Falls programs to better meet the needs of ISU’s Magic Valley service region. Idaho State University has served the Magic Valley for fifty years. Magic Valley’s demographic profile supports this strategy, as the Magic Valley is projected to grow dramatically during the next decade. The 2010 U.S. Federal Census reported that the counties of the Magic Valley had a combined population of 185,790, or nearly 12% of Idaho’s population.

1) AA recommends that the Twin Falls Campus expand its current Twin Falls offerings (21 programs), and programs in the following areas through partnerships with CSI. **EXPANSION:**
   a. Selected Health Care Programs
   b. Education Bachelor and Graduate Degree Programs
   c. Healthcare Administration and Informatics
   d. Liberal Arts and Sciences, basic upper-division undergraduate
      i. **PHASE II; FY 2016; Catalog Year 2016-2017; some additional approvals may be needed.**

2) AA recommends that the Twin Falls Campus develop space (a new building) and increase staffing in support of academic programs. **EXPANSION**
   a. **PHASE II; FY 2015-FY 2016; Catalog Year 2016-2017.**

3) AA recommends that the Twin Falls Campus explore expansion of Education and other programs to the CSI/Blaine County Campus in the Wood River Valley, as determined by current study/pilot. **EXPANSION**
a. **PHASE I; FY 2015; currently in process.**

The Recommendations from Academic Affairs have been entered into the Key Recommendations and Action Plan spreadsheet. All further changes/updates to Program Prioritization will be reflected in that document.
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<tr>
<td>Increase recruiting in every college.</td>
<td>All</td>
<td>All</td>
<td>x</td>
<td>x</td>
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<td>N/A</td>
<td>Align college recruiting with Admissions and Recruiting.</td>
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<td>Develop recruiting plan, utilize workload to engage faculty in recruiting.</td>
<td>All</td>
<td>All</td>
<td>x</td>
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<td>N/A</td>
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<td>Audit of reduced tuition employee students in graduate programs.</td>
<td>All</td>
<td>All</td>
<td>x</td>
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<td>N/A</td>
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<td>Create centralized budget for all non-specialized accreditation activities.</td>
<td>All</td>
<td>All</td>
<td>x</td>
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<tr>
<td>Audit/analyze budgets and spending for specialized accreditation.</td>
<td>All</td>
<td>All</td>
<td>x</td>
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<td>Centralize purchasing of specialized software packages within Academic Affairs.</td>
<td>All</td>
<td>All</td>
<td>x</td>
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<td>N/A</td>
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<tr>
<td>Discontinue the Bachelor of University Studies.</td>
<td>Arts &amp; Letters</td>
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<td>SBOE approval required. SBOE and NWCCU teach-out plan approval required.</td>
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<td>Elimination</td>
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<td>Discontinue the BA in French.</td>
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<td>SBOE approval required. SBOE and NWCCU teach-out plan approval required.</td>
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<td>Elimination</td>
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<tr>
<td>Discontinue the BA in German.</td>
<td>Arts &amp; Letters</td>
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<td>SBOE approval required. SBOE and NWCCU teach-out plan approval required.</td>
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<tr>
<td>Discontinue the Interdisciplinary MA degree in the Humanities and Social Science fields.</td>
<td>Arts &amp; Letters</td>
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<td>Approvals under investigation.</td>
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<tr>
<td>Develop a Program Improvement Plan for the School of Performing Arts.</td>
<td>Arts &amp; Letters</td>
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<td>Consolidate or eliminate the BA/BS in Political Science.</td>
<td>Arts &amp; Letters</td>
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<td>SBOE approval required. SBOE and NWCCU teach-out plan approval required.</td>
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<td>Consolidate or eliminate the BA/BS in Theatre.</td>
<td>Arts &amp; Letters</td>
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<td>SBOE approval required. SBOE and NWCCU teach-out plan approval required.</td>
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<td>Consolidate or eliminate the BA/BS in Anthropology.</td>
<td>Arts &amp; Letters</td>
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<td>SBOE approval required. NWCCU notification required. SBOE and NWCCU teach-out plan approvals required.</td>
<td>x</td>
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<td>Elimination</td>
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<tr>
<td>Eliminate/consolidate the Communication and Rhetorical Studies undergraduate degree program.</td>
<td>Arts &amp; Letters</td>
<td></td>
<td>SBOE and NWCCU approvals required. SBOE and NWCCU teach-out plan approvals required.</td>
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<td>Elimination</td>
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<tr>
<td>Review and/or Improvement Plan for all low-enrolled minors in the College of Arts &amp; Letters.</td>
<td>Arts &amp; Letters</td>
<td></td>
<td>SBOE notification required.</td>
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<td>Improvement Plan/Elimination/Consolidation</td>
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<td>Rename emphasis area in Communication from Organization Communication emphasis to Corporation Communication emphasis.</td>
<td>Arts &amp; Letters</td>
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<td>Restructure</td>
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<td>Rename emphasis area in Communication from Rhetorical Studies to Rhetoric.</td>
<td>Arts &amp; Letters</td>
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<td>Restructure</td>
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<tr>
<td>Rename emphasis area in Communication from Journalism to Multiplatform Journalism.</td>
<td>Arts &amp; Letters</td>
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<td>Restructure</td>
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<td>Rename the minor Organizational Communication to Corporate Communication.</td>
<td>Arts &amp; Letters</td>
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<td>Rename the minor Rhetorical Studies to Rhetoric.</td>
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<td>Rename the minor Mass Communication to Visual Communication.</td>
<td>Arts &amp; Letters</td>
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<td>Restructure</td>
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<td>Rename the minor Leadership Studies to Leadership.</td>
<td>Arts &amp; Letters</td>
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<td>Restructure</td>
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<td>Close the Clinical Nurse option.</td>
<td>Division of Health Sciences</td>
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<td>Evaluate curriculum in Nursing baccalaureate degree program.</td>
<td>Division of Health Sciences</td>
<td>Twin Falls, Idaho Falls, Pocatello</td>
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<td>Combine Health Education and Public Health Programs into a single department, with single chair.</td>
<td>Division of Health Sciences</td>
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<td>Notification to SBOE required.</td>
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<tr>
<td>Expand Dental Hygiene Programs to Meridian and Twin Falls.</td>
<td>Division of Health Sciences</td>
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<td>Approvals from Specialized Accreditor, SBOE, and NWCCU.</td>
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<p>| Develop a Program Improvement Plan for BS in Educational Interpreting.                  | Division of Health Sciences      |          | Internal approvals. SBOE notification may be required for curricular change. |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  | Restructure/ Improvement Plan                                                                                               |                                                                                                                                  |
| BS in Educational Interpreting move to the Meridian Campus.                             | Division of Health Sciences      | Meridian | Approvals from Specialized Accradiator, SBOE, NWCCU. Notification required. |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  | Restructure                                                                                                                     |                                                                                                                                  |
| Expand Medical Laboratory Science Program.                                             | Division of Health Sciences      | Rexburg, Idaho Falls | Approvals from Specialized Accradiator, SBOE, NWCCU. Teach out plan approvals required. |                                                                                                                                  |                                                                                                                                  |                                                                                                                                  | Expansion                                                                                                                       |                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Study of the AS degree in Sign Language Studies, possible closure.</th>
<th>Division of Health Sciences</th>
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<th>SBOE and NWCCU notification required.</th>
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<th>Improvement Plan/Elimination</th>
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<tr>
<td>Redesign of basic natural and physical sciences associated with the health professional programs.</td>
<td>Division of Health Sciences &amp; College of Science &amp; Engineering</td>
<td>Pocatello</td>
<td></td>
<td>Curriculum redesign required. Internal approvals, possibly SBOE and NWCCU approvals.</td>
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<td>Restructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze the curriculum and structure of its 36 secondary education degrees.</td>
<td>Education</td>
<td></td>
<td></td>
<td>SBOE and NWCCU approvals required. Idaho State Department of Education approval may be required.</td>
<td></td>
<td>Consolidation/Restructure/Elimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance website/marketing venues to highlight Alternate Route and Accelerated Program options.</td>
<td>Education</td>
<td></td>
<td>Internal, SBOE, and State Department of Education approvals may be required.</td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of Master of Arts in Teaching (MAT).</td>
<td>Education</td>
<td></td>
<td></td>
<td>SBOE approval required.</td>
<td></td>
<td>New Program</td>
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<tr>
<td>Creation of an online secondary teacher certification.</td>
<td>Education</td>
<td></td>
<td></td>
<td>SBOE approval required.</td>
<td></td>
<td>Restructure, New Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eliminate Master of Education with Child/Family Studies emphasis.</td>
<td>Education</td>
<td></td>
<td></td>
<td>SBOE approval required.</td>
<td></td>
<td>Elimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eliminate either BA or BS in General Family and Consumer Sciences.</td>
<td>Education</td>
<td></td>
<td></td>
<td>SBOE approval required.</td>
<td></td>
<td>Elimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restructure and renew the Intermountain Center for Educational Effectiveness.</td>
<td>Education</td>
<td></td>
<td></td>
<td>In process.</td>
<td></td>
<td>Restructure</td>
<td>Salary savings reallocated to other programs within the College of Education.</td>
<td></td>
</tr>
<tr>
<td>Restructure the Department of Teaching and Educational Studies.</td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Restructure</td>
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<tr>
<td>Restructure the Department of Sport Science and Physical Education.</td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Restructure</td>
<td></td>
</tr>
<tr>
<td>Restructure the Department of School Psychology and Educational Leadership.</td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Restructure</td>
<td></td>
</tr>
<tr>
<td>Restructure the Department of Organizational Learning and Performance</td>
<td>Education</td>
<td></td>
<td>Currently in progress.</td>
<td></td>
<td></td>
<td>Restructure, Cost savings possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eliminate Department of School Psychology, Literacy, and Special Education.</td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td>Elimination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revitalize and restructure the Instructional Design PhD.</td>
<td>Education</td>
<td></td>
<td>SBOE letter required.</td>
<td></td>
<td>Restructure, Cost savings possible.</td>
<td></td>
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</tr>
<tr>
<td>Treat General Education Program as an Academic Affairs Program for purposes of data collection, analysis, and strategic planning.</td>
<td>N/A</td>
<td>All</td>
<td>x</td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Reform in conjunction with SBOE 60% Goal.</td>
<td>N/A</td>
<td>All</td>
<td>Currently in progress.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>One UBO be assigned to all outreach centers, with a financial tech in each center.</td>
<td>N/A</td>
<td>Twin Falls, Meridian &amp; Idaho Falls</td>
<td>x</td>
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<td></td>
<td>N/A</td>
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<tr>
<td>Develop a common academic core for first two years of engineering, eliminating course codes for mechanical, electrical, civil, and nuclear replacing them with ENGR.</td>
<td>Science &amp; Engineering</td>
<td></td>
<td>Currently in progress.</td>
<td>Internal approvals required. Specialized Accréditor may be required.</td>
<td></td>
<td></td>
<td>Restructure</td>
<td></td>
</tr>
<tr>
<td>Create BS degree in Applied Electrical Engineering.</td>
<td>Science &amp; Engineering</td>
<td></td>
<td>SBOE approval required. Currently in progress.</td>
<td></td>
<td></td>
<td></td>
<td>Expansion</td>
<td></td>
</tr>
<tr>
<td>Evaluate and revise the curriculum of the Engineering and Applied Science doctoral program.</td>
<td>Science &amp; Engineering</td>
<td></td>
<td>Internal approvals required.</td>
<td></td>
<td></td>
<td></td>
<td>Restructure Curriculum redesign</td>
<td></td>
</tr>
<tr>
<td>Biomedical faculty to move to Meridian to support A&amp;P Lab and Dentistry.</td>
<td>Science &amp; Engineering</td>
<td></td>
<td>Internal approvals required.</td>
<td></td>
<td></td>
<td></td>
<td>Restructure</td>
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<tr>
<td>Eliminate the Master of Natural Science in Biology, Physics, Geology, and Chemistry and consolidated into single Master of Natural Science.</td>
<td>Science &amp; Engineering</td>
<td></td>
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<td></td>
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<td></td>
<td>Elimination/Consolidation</td>
</tr>
<tr>
<td>Create a consolidated, interdisciplinary Associate of Science degree for all science disciplines, and eliminate all other AS degrees.</td>
<td>Science &amp; Engineering</td>
<td></td>
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<td></td>
<td></td>
<td>Elimination/Consolidation</td>
</tr>
<tr>
<td>Rename Geomatics Program to emphasize ties with engineering.</td>
<td>Technology</td>
<td></td>
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<td>Restructure</td>
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</tr>
<tr>
<td>Eliminate AA in Geomatics Program.</td>
<td>Technology</td>
<td></td>
<td>SBOE approval required. SBOE and NWCCU teach-out plan approvals required. MOU with CWI, BSU or other partnering institution may mitigate teach-out need.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elimination</td>
</tr>
<tr>
<td>Expand existing programs in Education, Secondary Education certificate.</td>
<td>University Programs-Idaho Falls</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Expansion</td>
</tr>
<tr>
<td>Expand existing programs in Business, BBA, MBA, Macc.</td>
<td>University Programs-Idaho Falls</td>
<td>x</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Expansion</td>
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</tr>
<tr>
<td>Transition from lower division undergraduate courses to bachelors and graduate degrees in Engineering, Health Care, Business, Education, and Liberal Arts.</td>
<td>University Programs-Idaho Falls</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Restructure</td>
<td>Agreements in process with partners in IF.</td>
</tr>
<tr>
<td>Expand existing programs in Health Care, BSN Completion.</td>
<td>University Programs-Idaho Falls</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>Expansion</td>
<td></td>
</tr>
<tr>
<td>Expand existing programs in Engineering, Nuclear, Mechanical, Civil, Electrical, and Computer Science.</td>
<td>University Programs-Idaho Falls</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>Expansion</td>
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<tr>
<td>Expand existing programs in Liberal Arts basic undergraduate degrees.</td>
<td>University Programs-Idaho Falls</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Expansion</td>
</tr>
<tr>
<td>Establish Forensic Science programs complimentary with INL and Homeland Security focus.</td>
<td>University Programs-Idaho Falls</td>
<td></td>
<td></td>
<td></td>
<td>SBOE and NWCCU approvals required.</td>
<td></td>
<td></td>
<td>New Programs</td>
</tr>
<tr>
<td>Space needed.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Space needed.</td>
</tr>
<tr>
<td>Increase the number of partnership degrees with BYUI.</td>
<td>University Programs-Idaho Falls</td>
<td>MOU's in process.</td>
<td></td>
<td>SBOE approvals needed for MOUs and programs.</td>
<td></td>
<td></td>
<td></td>
<td>Restructure/Expansion</td>
</tr>
<tr>
<td>Elimination of all non-health related programs at Meridian campus.</td>
<td>University Programs-Meridian</td>
<td>SBOE approval required.</td>
<td></td>
<td></td>
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<td></td>
<td>Elimination</td>
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</tr>
<tr>
<td>Evaluate Geomatics Technology and MPE in Athletic Administration in Meridian.</td>
<td>University Programs-Meridian</td>
<td></td>
<td>SBOE approval required. MOU with BSU needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elimination</td>
</tr>
<tr>
<td>Establish additional administrative supports for all clinical health professions.</td>
<td>University Programs-Meridian</td>
<td></td>
<td></td>
<td>SBOE and NWCCU notifications may be needed.</td>
<td></td>
<td></td>
<td>Restructure</td>
<td>Space and moving needs also incurred.</td>
</tr>
<tr>
<td>Expand current offerings in Twin Falls (21 programs).</td>
<td>University Programs-Twin Falls</td>
<td></td>
<td>Approvals may be needed.</td>
<td></td>
<td></td>
<td></td>
<td>Expansion</td>
<td></td>
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<tr>
<td>Expand partnerships with CSI in Health Care programs, Education BA and Graduate Degree Programs, Healthcare Administration and Informatics, and Liberal Arts and Sciences.</td>
<td>University Programs-Twin Falls</td>
<td>Approvals may be needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Expansion</td>
<td>Discussions underway.</td>
</tr>
<tr>
<td>Develop new space and increase staffing at Twin Falls campus.</td>
<td>University Programs-Twin Falls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Expansion</td>
<td></td>
</tr>
<tr>
<td>Explore expansion of Education and other programs to CSI/Blaine County Campus.</td>
<td>University Programs-Twin Falls</td>
<td>Currently in process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Expansion</td>
<td>Currently working to provide services to a cohort of para-educators in Hailey.</td>
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<tr>
<td>Expand office and classroom space at University Place for ISU residential faculty. Part of plan to expand programs and restructure offerings in IF.</td>
<td>University Programs-Idaho Falls</td>
<td>Currently in process.</td>
<td>Funded as part of ISU facilities project requests for 2015.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Construction slated to begin in August 2014.</td>
</tr>
</tbody>
</table>
Appendix E:

Idaho State University Strategic Plan
Idaho State University Strategic Plan

Mapping Our Future:
Leading in Opportunity and Innovation

2015-2019
Idaho State University
Strategic Plan
2015-2019

Vision: Leading in Opportunity and Innovation

Mission

The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: LEARNING AND DISCOVERY – Idaho State University promotes an environment that supports learning and discovery through the many synergies that exist among teaching, learning, research and scholarly activities.

Objective 1.1 ISU provides a rich learning environment, in and out of the classroom.

Performance Measures
1.1.1 Number of online course sections offered.
1.1.2 Number of students participating in Career Path Internships.
1.1.3 Number of high school students participating in ISU dual credit courses.

Benchmarks:
1.1.1 900 course sections
1.1.2 600 CPI students
1.1.3 1,800 dual credit students

Objective 1.2 ISU provides a dynamic curriculum to ensure programs are current, relevant, and meet student and workforce needs.
Performance Measure:
1.2.1 Number of certificate and degree programs begun/expanded/revised; and number of certificate and degree programs discontinued.

Benchmark:
1.2.1 Number of new programs approximately equal to number of programs discontinued.

Objective 1.3 Undergraduate and graduate students participate in undergraduate teaching.

Performance Measures
1.3.1 Number of graduate assistantships and fellowships with teaching responsibilities.
1.3.2 Number of students employed as English, math, and content area tutors.

Benchmarks:
1.3.1 Increase graduate teaching assistants by 10 over the next 3 years.
1.3.2 Maintain adequate numbers of tutors to meet student need.

Objective 1.4 Undergraduate and graduate students engage in research and creative/scholarly activity.

Performance Measures
1.4.1 Number of students employed to work with a faculty member on research/creativity activities.
1.4.2 Number of students who participate each year in ISU’s research symposia.

Benchmarks:
1.4.1 Increase by 3% per year for next five years.
1.4.2 Increase to 250 students per year.

Objective 1.5 The core faculty is actively engaged in research and creative/scholarly activity.

Performance Measures
1.5.1 Faculty scholarly productivity, as demonstrated by the number of publications, juried shows, exhibits, performances, and other scholarly activities.
1.5.2 Number of proposals submitted for external funding, number funded, and total amount of funding received.

Benchmarks:
1.5.1 This is a new performance measure; data will be obtained from Activity Insight, to be implemented fall 2013 (this is an electronic curriculum vitae and workload program).
1.5.2 Increase the number of proposals submitted, number funded and total amount of funding by 3% per year for next 5 years.

Objective 1.6 Graduates of ISU’s programs are well prepared to enter the workforce and/or continue their education at the graduate and professional levels.

Performance Measures
1.6.1 Pass rates on professional licensure and certification exams.
1.6.2 Placement rates of graduates from academic, professional, and professional-technical programs.

Benchmarks:
1.6.1 Maintain pass rates at or above the national averages for each program where national data are available.
1.6.2 Maintain placement rates at or above the national averages for each program where national data are available.
Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their educational goals.

Objective 2.1 Support services provided to enhance retention are utilized by students.

Performance Measures

2.1.1 Number of face-to-face advising contacts provided to undergraduate students by the central academic advising office.
2.1.2 Number of full-time freshmen students who participate in First Year Seminar and ACAD courses.
2.1.3 Average amount of need-based and merit-based financial aid/scholarships awarded to students.
2.1.4 Number of hours the content area tutoring, math and writing centers are utilized.

Benchmarks:

2.1.1 Maintain sufficient access to Central Academic Advising.
2.1.2 Increase to 50% over the next 3 years.
2.1.3 To be determined (based on changes in federal and state financial aid/scholarship programs).
2.1.4 To be determined (based on SBOE changes to the remedial education delivery models).

Objective 2.2 Students’ progression from initial enrollment to graduation is monitored, and efforts to increase enrollment, retention and completion are in place (e.g., targeted recruitment, optimal scheduling of courses, early warning system to help students in need, etc.).

Performance Measures (red text indicates 2013-2014 SBOE-required measures for all institutions)

2.2.1 Average time to degree completion by college for full-time and part-time students.
2.2.2 Retention rates from freshman to sophomore and sophomore to junior years, for full-time and part-time students.
2.2.3 Cost per weighted credit hour to deliver undergraduate education.
2.2.4 Completion of undergraduate certificates (1 year or greater) and degrees per $100,000 of education and related spending (i.e., full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction).
2.2.5 Total degree production (split by undergraduate/graduate).
2.2.6 Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
2.2.7 Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).

Benchmarks:

2.2.1 Positively impact time to degree by 5% over next 3 years.
2.2.2 Positively impact retention rates by 5% over next 3 years.
2.2.3 Positively impact by 5% over next 3 years.
2.2.4 Positively impact this ratio by 5% over next 3 years.
2.2.5 Increase undergraduate and graduate awards by 5% over the next 3 years.
2.2.6 Positively impact this ratio by 5% over next 3 years.
2.2.7 Increase retention rate to 75% over the next 3 years.

Objective 2.3 Students who require remedial coursework are successful in completing their
Objective 2.3 Certificate or degree programs.

Performance Measures

2.3.1 Percent of students who successfully complete required remedial courses.

2.3.2 Retention rates (fall to fall) of students who complete remedial courses.

Benchmarks:

2.3.1 To be determined based on changes to be made by the SBOE on remediation delivery models.

2.3.2 Increase retention rate to 70% over the next 3 years.

Objective 2.4 Students who enter with college credits earned while in high school (dual credit) are successful in completing their certificate or degree programs.

Performance Measures

2.4.1 Total number of students enrolled in ISU’s Early College program, and total number of credits earned.

Benchmark:

2.4.1 Increase total number of students (unduplicated headcount) to 1,800, and increase total student credit hours generated to 10,800 over the next 3 years.

Objective 2.5 Students participate in community and service learning projects and activities, student organizations, and learning communities.

Performance Measures

2.5.1 Number of student organizations, and annual number of students participating in those organizations.

Benchmarks:

2.5.1 Increase number of students participating in student organizations to 4,500 over next 3 years.

Goal 3 THREE: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Objective 3.1 A broad array of health professions certificate and degree programs are offered, many statewide.

Performance Measures

3.1.1 Number of certificate and degree programs offered, and number of students enrolled, in ISU’s health professions programs.

3.1.2 Percent of graduates of ISU health professions programs who obtain employment in Idaho.

3.1.3 Pass rates on clinical licensure and certification exams in the health professions.

Benchmarks:

3.1.1 Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.
3.1.2 To be determined (Data to be obtained in the future from the State Longitudinal Data System (SLDS).

3.1.3 Maintain pass rates at or above the national averages, where national data is available.

**Objective 3.2** ISU serves the State, the public, and its health professions students through its clinics and other community health venues.

**Performance Measures**
3.2.1 Number of patient visits to ISU clinics and clinical services.
3.2.2 Number of people served by ISU’s community health fairs and screening events.

**Benchmarks:**
3.2.1 Number of patient visits will increase by 5% over the next 3 years.
3.2.2 Number of people attending these events will increase by 5% over the next 3 years.

**Objective 3.3** ISU faculty and students engage in basic, translational, and clinical research in the health sciences.

**Performance Measures**
3.3.1 Number of faculty engaged in research in the health and biomedical sciences.
3.3.2 Amount of external funding received for health-related and biomedical research.
3.3.3 Number of students participating in clinical research/scholarly activity as part of their degree program.

**Benchmarks:**
3.3.1 Increase to 40 faculty over the next 3 years.
3.3.2 Funding will increase by 3% per year over the next 3 years.
3.3.3 Increase to 750 students over the next 3 years.

**Goal 4: COMMUNITY ENGAGEMENT AND IMPACT** — Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region, and benefits the economic health, business development, environment, and arts and culture in the communities it serves.

**Objective 4.1** ISU directly contributes to the economic well-being of the State, region, and communities it serves.

**Performance Measure:**
4.1.1 Total economic impact of the University.

**Benchmark:**
4.1.1 Total economic impact will increase by 5% over the next 5 years.

**Objective 4.2** Campus resource conservation efforts have been initiated; and students and faculty conduct research in the areas of environment and in energy to benefit the State.

**Performance Measure:**
4.2.1 Resource conservation efforts initiated.

**Benchmark:**
4.2.1 ISU’s efforts to conserve campus resources will continue to be developed.
Objective 4.3  ISU participates in formal and informal partnerships with other entities and stakeholders.

Performance Measure:
4.3.1  Number of active ISU partnerships, collaborative agreements, and contracts with public agencies and private entities.

Benchmark:
4.3.1  Number of partnerships, collaborative agreements, and contracts will increase by 5% over the next 5 years.

Goal 5: STEWARDSHIP OF INSTITUTIONAL RESOURCES – The University has policies and procedures in place to ensure the effective and efficient use of its internal resources to address its infrastructure requirements and to meet the needs of its various constituent groups.

Objective 5.1  The institutional reserves meet the Board’s expectations based on best practices.

Performance Measures:
5.1.1  Level of Institutional reserves as a percent of total operating budget.

Benchmark:
5.1.1  The institution maintains or exceeds reserves of 5% of total budget.

Objective 5.2  The institution continually assesses and periodically reviews its utilization of resources.

Performance Measure:
5.2.1  Number of academic, co-curricular, and non-academic program/unit reviews completed each year.

Benchmark:
5.2.1  All academic, co-curricular, and non-academic programs/units will be reviewed at least once every five years.
Key External Factors
(BEYOND DIRECT CONTROL OF IDAHO STATE UNIVERSITY)

Funding

Many Idaho State University strategic goals and objectives assume on-going and sometimes substantive additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The recent directives related to creation of the Student Longitudinal Data System, revision of general education and remedial education, common core standards, Smarter Balance Assessment, Complete College America/Idaho, the 60% Goal, zero-based budgeting, performance-based funding, and the additional financial and institutional research reporting requirements have required the reallocation of staff resources and time and effort to comply.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, recently initiated a new 7-year review cycle and a set of new standards. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.
Federal Government

A great deal of educational and extramural research funding for ISU and the SBOE is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence both education policy and extramurally-funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of funding students have available for higher education, in general the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.
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<tbody>
<tr>
<td>GOAL 1: A WELL EDUCATED CITIZENRY</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 educational system.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>- Postsecondary student enrollment by race/ethnicity/gender as compared against population.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>- Percent of high school students enrolled and number of credits earned in duel credit.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>- Percent of first-year full-time freshmen returning for second year.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>- Number of postsecondary unduplicated students receiving awards (Associate, bachelor’s, master’s, doctoral degrees) each year.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>Improve the processes and increase the options for re-integration of adult learners into the education system.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>- Number of bridge programs.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>- Number of adults enrolled in upgrade and customized training.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>- Percent of first-year part-time freshmen returning for second year.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workplace.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>- Number of degrees conferred in STEM fields.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>- Percent of students participating in internships.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>- Percent of students participating in undergraduate research.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
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✓ Indicates the specific SBOE’s Goals and Objectives that are supported by ISU’s Strategic Plan.
## ISU STRATEGIC PLAN GOALS

<table>
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<th>GOAL 2: CRITICAL THINKING AND INNOVATION</th>
<th>ISU STRATEGIC PLAN GOALS</th>
</tr>
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<tbody>
<tr>
<td>- Institution expenditures from competitive Federally funded grants.</td>
<td>✔</td>
</tr>
<tr>
<td>- Institution expenditures from competitive industry funded grants.</td>
<td>✔</td>
</tr>
<tr>
<td>- Number of sponsored projects involving the private sector.</td>
<td>✔</td>
</tr>
<tr>
<td>- Total amount of research expenditures.</td>
<td>✔</td>
</tr>
<tr>
<td>Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.</td>
<td>✔</td>
</tr>
<tr>
<td>- Percent of first-time students from public institution teacher training programs that pass the Praxis II</td>
<td>✔</td>
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</table>

## GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS

<table>
<thead>
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<th>ISU STRATEGIC PLAN GOALS</th>
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<tbody>
<tr>
<td>- Cost per successfully completed weighted student credit hour.</td>
<td>✔</td>
</tr>
<tr>
<td>- Average net cost to attend public 4 year institution.</td>
<td>✔</td>
</tr>
<tr>
<td>- Average number of credits earned at completion of a degree program.</td>
<td>✔</td>
</tr>
<tr>
<td>- Institutional reserves comparable to best practice.</td>
<td>✔</td>
</tr>
<tr>
<td>Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho’s educational system.</td>
<td>✔</td>
</tr>
<tr>
<td>- Develop P-20 workforce longitudinal data system with the ability to access timely and relevant data.</td>
<td>✔</td>
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Principles of Program Prioritization

Program Prioritization is a model in which the institution engages in efforts to rank and prioritize its programs in order to reallocate resources from lower priority programs to higher priority ones. The goal of the Program Prioritization initiative was to manage and allocate our financial resources in ways that will best meet the needs of our students and community. The Program Prioritization model is based upon Dr. Robert Dickeson’s book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. Dickeson is a national leader in higher education and has served in administrative posts at three universities and was the past president of the University of Northern Colorado.

The Idaho State Board of Education, with input from several institution presidents and provosts, agreed to a framework for initiating Program Prioritization on each of the Idaho university campuses. The institutions were asked to develop the following:

- Proposed outcomes (i.e. an overall goal of what they hoped to achieve from the program prioritization process).

- Targets for each outcome (e.g. a specific reallocation of resources in support of the outcome).

- In addition, institutions were to develop proposed weighted criteria to be used to evaluate programs.

- Institutions were directed to group programs into quintiles such that those in the top 20% may be eligible for reallocated funds while those in the bottom 20% will require further review, assessment, and an action plan to determine what options will be taken.

How ISU Program Prioritization Has Achieved the Essence of Zero-Base Budgeting

The State of Idaho’s Division of Financial Management defines Zero-Base Budgeting (ZBB) as “a budgeting process wherein base budget cost centers are 1) identified, 2) justified, and then 3) prioritized and 4) aligned for the most efficient and effective fulfillment of an agency’s strategic plan and statutory mission” ([http://dfm.idaho.gov/st_agency_guide/zbb/ZBB_Presentation7-12.pdf](http://dfm.idaho.gov/st_agency_guide/zbb/ZBB_Presentation7-12.pdf)). ISU has addressed each of the 4 major goals of the Governor’s ZBB initiative through the process of Program Prioritization as outlined in the steps below.

1) Identification of Programs

All departments and units have identified programs (i.e. referred to as “decision units” in ZBB) for review. A program is defined by Dickeson as any activity or collection of activities that consumes resources (dollars, people, time, space, and equipment).
2) Justification of Program Existence

All departments and units have answered a collection of surveys and questionnaires for each of their programs addressing key factors and criteria weighted according to their relative importance to the University’s mission, core themes, and the existence of any federal or state mandates. Fiscal discipline and operational efficiency were emphasized throughout the process. Any programs that were not considered essential to the University’s mission were placed in lower quintiles and in some cases, action steps were required that might include program mergers, consolidations, or eliminations.

3) Prioritization of Programs

All non-academic departments and units have scored, ranked, and quintiled their programs based upon a methodology designed specifically for non-academic programs.

4) Alignment For the Most Efficient and Effective Fulfillment of ISU’s Strategic Plan and Statutory Mission

All departments and units have created action plans for all programs in quintile five including quantified savings. On March 14, 2014, Program Prioritization results were presented by each respective vice president to the President. The presentations summarized which programs were identified in quintile five, the action plans for each of these programs, and the identified savings for each vice presidential unit. On April 1 and 2, 2014, the Special Budget Consultation Committee (SBCC) budget hearings were held where each vice president presented his/her fiscal year 2015 proposed budget including the results and savings identified from Program Prioritization. This process will enable ISU to reallocate its resources from lower-performing programs into higher-performing programs that are essential to the University’s mission and strategic plan. This is consistent with the goals of ZBB.

Institution’s Program Prioritization Goals and Outcomes

ISU has established two key objectives that the University is funding as a result of Program Prioritization:

1) An ongoing university-wide compensation plan for faculty and staff at an average preferred target level of 1.5% per year in annual ongoing compensation increases, or a minimum target level of 1.5% per year, in annual one-time special merit compensation payments.

2) Ongoing student programs for maximizing student success in terms of access, opportunity, and retention, with a focus on additional scholarship funding for this purpose.
Additionally, the University intends to align its programs to support its mission, vision, core themes, strategic plan, and mandates, discover process improvements, and achieve operational efficiencies as the result of Program Prioritization.

**Identification of Programs**

According to Dickeson, a program is defined as any activity or collection of activities that consumes resources (dollars, people, time, space, or equipment). Non-academic program directors identified each budget in his or her reporting area and the services, programs, and activities that make up each budget. In some cases, these activities themselves may be subdivided further into additional programs. However, in order to not produce more programs than can be reasonably evaluated in our first pass of this new program prioritization process, areas were encouraged to keep programs broadly defined.

Then, the program directors of each of the functional units that comprise each non-academic vice presidential unit identified the major and significant activities that consume resources as advised by the Methodology for Quintiling Non-Academic Programs document (included as Appendix A).

Each program director also used his/her professional judgment in determining which activities were major and significant to identify programs. The program directors’ identification and selection of programs was reviewed and approved at each level of management until receiving final approval by the appropriate vice president and, ultimately, the President.

**Measurement Criteria Used for Analyzing, Reviewing, and Ranking Programs**

For non-academic programs, in an assessment of the experiences of five other higher education institutions, we found that surveys were used to assess key non-academic Program Prioritization factors. The approach of one of these institutions, Seattle Central Community College, was specifically endorsed by Dickeson. The survey approach developed at ISU was uniquely adapted to the needs of ISU and addresses the following six major areas:

- Key Goals and Objectives
- Key Services Provided to Customers
- Key Processes
- Organization Review
- Budgeting and Planning
- Opportunities for Savings or Additional Investments
Based on the six major areas above, the following five criteria and their respective weights were developed by the University and used to analyze, review, and rank non-academic programs into quintiles:

1. Cost Effectiveness (budget vs. actual, productivity, performance) (25% weight)
2. Importance to the Institution (mission, vision, core themes, strategic plan, mandates) (20% weight)
3. Demand (internal, external) (20% weight)
4. Quality (input, outcomes, how well delivered, research, student retention) (20% weight)
5. Opportunity (collaboration, resource sharing, savings, improvements) (15% weight)

In addition, Student Affairs used the following criteria for ranking programs:

a. Federal, state, local laws or statutes; SBOE Policy; NWCCU Mandates
b. Services that directly contribute to recruitment, admission, retention, and graduation as measured by the number of students served
c. Services that provide an essential life function or need, e.g., health, safety, shelter (Maslow’s Hierarchy), contiguous to campus and non-mobile students
d. Services that help students pay for their education
e. Services that enhance co-curricular learning and engagement beyond the classroom
f. Services that eliminate barriers to enrollment
g. Services that provide educational outreach to the greater Southeastern Idaho community
h. CAS (Council on the Advancement of Standards for Higher Education) standards of best practice for student affairs (http://www.cas.edu/standards)

_Hold Harmless Predeterminations_

Regardless of the quintile score computed, if programs are required by federal or state mandates, then that program was held harmless from elimination and could not be ranked in quintile five. However, this did not preclude the program from going through the Program Prioritization analysis, review, and ranking process to attempt to identify opportunities for efficiency, effectiveness, and improving demand
and quality. None of the University’s programs conducted within the authority of the non-academic vice presidents were excluded from this process.

**Top/Bottom Quintile Common Factors That Led To A Program’s Current Placement**

All of the non-academic programs identified by ISU were assigned to one of the five quintiles. Programs were assigned a higher (or top) quintile ranking generally due to the following factors: 1) programs classified as essential to the University’s mission, 2) required by either NWCCU, federal, state, SBOE policy, or local mandates, 3) in high demand, 4) cost effective, or 5) non-financial factors (e.g. quality). For example, programs such as payroll processing, building maintenance, and IT security were considered essential to the University’s mission and in high demand, and, as a result, were ranked in the top quintile.

Programs were assigned a lower (or bottom) quintile ranking generally due to the following factors: 1) programs considered non-essential to the University’s mission, 2) not required by NWCCU, federal, state, or SBOE mandates, 3) in low demand, 4) not cost effective, or 5) responsibilities could be shifted to other programs to eliminate redundant programs, duplication of effort, or to achieve operational efficiencies. For example, the intracampus mail center was ranked in the bottom quintile as its costs exceeded its revenues and, therefore, the decision was made to merge the mail center with the Total Copy Center to achieve operational efficiencies and an immediate cost savings.

**A Narrative of the Program Prioritization Process**

For non-academic programs, the Program Prioritization process was comprised of three major steps: program analysis, program review, and program ranking. This approach was used for the Office of Finance and Administration, University Advancement, Athletics, the Office of Research and Economic Development, and Student Affairs.

1. **Program Analysis**

   Each program director answered a series of questions addressing the six major areas and five measurement criteria for non-academic programs (included as Appendix A).

2. **Program Review**

   Based on the questionnaires completed by program directors in the previous step, each program director assigned a score to each program based on whether the program exceeds, meets, or does not achieve its measurement criteria. Each of the measurement criteria was weighted according to its relative importance to achieve a total weighted program score.

3. **Program Ranking**
Each program director used the weighted score(s) from the Program Review as a guide to rank and assign each of the programs to a quintile. The program directors’ program rankings were reviewed and approved at each level of management until receiving final approval by the appropriate vice president. Results for each vice presidential unit were reported to the President in the format shown in Appendix E.

**Action Plans for Programs in Quintile Five and Integration With the Budget Process**

For each program identified in quintile five, the responsible vice presidential unit(s) created action plans including strategies to consolidate or eliminate programs and the quantified cost savings identified for each action. On March 14, 2014, Program Prioritization materials summarized by vice presidential unit were presented in written form and through oral presentations by each of the university vice presidents to the President.

On April 1 and 2, 2014, the Special Budget Consultation Committee (SBCC) budget hearings were held where each vice president presented his/her fiscal year 2015 proposed program-prioritized budget including the results and savings identified from his/her Program Prioritization review.

**Key Outcomes and Recommendations**

ISU identified 16 non-academic programs for potential program prioritization actions. If fully implemented, these actions may result in cumulative savings of over $760,000 for the University during the three fiscal years from 2015 through 2017.

**Immediate Steps Taken**

Idaho State University has successfully completed its Program Prioritization campus-wide review. Actions are already underway to implement the action plans identified by Program Prioritization for identifying and reallocating savings. University vice presidents, in consultation with their teams, are preparing plans to implement the action plans and recommendations identified by Program Prioritization in their respective areas of responsibility.

To date, Finance and Administration has identified over $360,000 of potential cost savings expected to be sustainable for the foreseeable future. The Assistant Director of Financial Aid position in Idaho Falls has been eliminated and the person in that position has retired. The Idaho Falls reporting structure has been revised in that the financial aid staff reports directly to the Director of Student Services, and professional coverage is being provided by a staff member from Pocatello once per week. In Information Technology, personnel position eliminations in three vacant ERP training positions have been completed. Electronic Repair and Services’s telecommunications responsibilities have been shifted to NeTel and Electronic Repair and Services has been merged with the Total Copy Center.
The intracampus mail service and Total Copy Center responsibilities have been merged and are now under one manager.

As a result of Program Prioritization, Student Affairs is now more closely monitoring attendance at University sponsored community events for the public to determine the need and interest for these events. Student Affairs also has established revenue-generating goals for its quintile five programs.

**Planned Future Actions**

In Finance and Administration, legacy software systems (particularly HP1) will be phased out by December 2014, which is expected to result in cumulative savings for the University during the three fiscal years from 2015 through 2017.

**Steps Co-Dependent On the Actions of Others or Contingent Upon Further Analysis and Review**

In Finance and Administration, the Campus Cable infrastructure in IT is no longer being actively supported, which should result in annual maintenance cost savings. When the equipment is no longer operational, it is not expected to be replaced. A proposal was made in March to close down the Twin Falls video classrooms and computer lab that were expected to yield savings from materials and supplies. However, that proposal was not implemented because it was determined that Twin Falls is an essential market for the University’s plans to increase student enrollment and plans are currently underway to expand our educational offerings in that location. In addition, IT may also discontinue its security awareness program, resulting in materials and supplies savings, but the decision was made to postpone this reduction at this time and will be further analyzed and reviewed.

At present, Purchasing Services and Facilities Services both employ a storekeeper. It was proposed in March to consider moving all University Stores operations to Facilities Services, resulting in savings through the reduction of one storekeeper position. This proposed action is contingent upon further analysis and review.

In March, a proposal was made to eliminate the energy and sustainability program in Facilities Services resulting in a potential materials and supplies savings. This proposed action is contingent upon further analysis and review.

The Diversity Resource Center is expected to be merged into the Gender Resource Center increasing operational efficiencies and resulting in savings in materials and supplies when the merger is fully implemented.

Student Affairs has indicated some of its quintile five programs (Bengal Newspaper, KISU-FM, the Bengal Dancers, and Summer Activities) were targeted for further analysis and review. Consultation with and
input from newly elected ASISU student leaders is necessary before identifying the next steps in the review process.

**Process Improvements Identified**

In *Finance and Administration*, the actions implemented in Financial Aid will provide a clearer reporting structure and better management oversight of the federal Quality Assurance process, consolidation of the outreach efforts to local high schools, and bring the processing of consortium agreements fully into the Pocatello office. In addition, a formal plan is being developed in Information Technology for transitioning away from computer labs.

**Lessons Learned**

At a university-wide level, Program Prioritization can help ISU to manage and allocate its financial resources in ways that will best meet the needs of our students and community. It can provide data for better program planning and funding allocation decisions, integrate planning efforts, and reallocate resources from lower to higher priorities, thereby making institutional and State of Idaho missions operational. This process can create an environment of accountability at the departmental level, encouraging department heads to deliver process improvement and cost savings ideas from the bottom-up. It emphasizes the importance of using a range of metrics in measuring program performance and can support our efforts to commit funds to projects and programs with the highest potential return on investable dollars. Further, it reinforces the concept of fiscal discipline across the institution and the understanding that funding for additional resource requests will need to come from a reallocation of existing resources.

The University will continue to refine its institutional expectations for Program Prioritization in the years ahead. Program Prioritization provides a means for a greater infusion of performance metrics into institutional budgeting decisions. In general, there seems to be a cultural resistance to eliminating programs that, while interesting or useful, do not contribute to overall organizational success. Program Prioritization also provides a means to allow the institution to make its programs self-supporting and to adjust funding levels as necessary as demand increases or decreases for the programs. It was further noted that some units looked at Program Prioritization as a cost cutting exercise, while others viewed it strictly as a review to reallocate current programs without cost cutting. A thorough, well thought out, and consistent approach throughout the University with clear language and goals will be essential to ensure a high quality review on an annual basis.

In summary, the Program Prioritization exercise provides a constructive and consistent way to assess the effectiveness and efficiency of programs across department and division boundaries. A continued use of Program Prioritization will enforce the need to continually assess the quality and necessity of University programs for the benefit of the State of Idaho and its citizens.
APPENDIX A – METHODOLOGY FOR QUINTILING NON-ACADEMIC PROGRAMS

Methodology for Quintiling Non-Academic Programs

The first step towards non-academic program prioritization by way of the attached questionnaire will be to have each non-academic area identify its respective programs to be reviewed. Once the programs for evaluation are identified and reviewed, the following criteria and weights will be used to rank non-academic programs into quintiles:

- 25% - Cost-Effectiveness (budget vs. actual, productivity, performance)
- 20% - Importance to the institution (mission, vision, strategic plan, core themes, mandates)
- 20% - Demand (internal, external)
- 20% - Quality (input, outcomes, how well delivered)
- 15% - Opportunity (collaboration, resource sharing, savings, improvements)

Each program will be scored from 1 to 5 for each of the above criteria according to the following scale:

1. Does not meet criteria
2. Slightly meets criteria
3. Meets criteria
4. Slightly exceeds criteria
5. Exceeds criteria

The score (1-5) for each criteria will be converted to a weighted score according to the importance of the criteria. Under this methodology, the maximum score a program could receive is 5 and the lowest is 1. For instance, a program receiving a 5 (exceeds criteria) for each of the five criteria at their respective weights, would receive a total weighted score of 5 because the weights total 100% (100% x 5 = 5). Or, a program receiving a 1 (does not meet criteria) for each of the five criteria at their respective weights, would receive a total weighted score of 1 (100% x 1 = 1). To better illustrate this scoring methodology, following is an example of how an intermediate non-academic program could be scored:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Score</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost-Effectiveness</td>
<td>0.25</td>
<td>1</td>
<td>0.25</td>
</tr>
<tr>
<td>Institutional Importance</td>
<td>0.20</td>
<td>4</td>
<td>0.80</td>
</tr>
<tr>
<td>Demand</td>
<td>0.20</td>
<td>4</td>
<td>0.80</td>
</tr>
<tr>
<td>Quality</td>
<td>0.20</td>
<td>2</td>
<td>0.40</td>
</tr>
<tr>
<td>Opportunity</td>
<td>0.15</td>
<td>3</td>
<td>0.45</td>
</tr>
<tr>
<td><strong>Total Weighted Score</strong></td>
<td></td>
<td></td>
<td><strong>2.70</strong></td>
</tr>
</tbody>
</table>
Each program will sum to a total weighted score that will enable categorization into quintiles with the following rankings:

1. Programs needing enrichment.
2. Programs needing a higher level of continued support.
3. Programs needing a neutral or similar level of continued support.
4. Programs needing a lower level of continued support.
5. Programs requiring further review, assessment, and action plan to determine what options will be taken.

The following scores will determine which quintiles the program will fall into:

<table>
<thead>
<tr>
<th>Score</th>
<th>Quintile</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21 – 5.00</td>
<td>1. Programs needing enrichment</td>
</tr>
<tr>
<td>3.41 – 4.20</td>
<td>2. Programs needing a higher level of continued support</td>
</tr>
<tr>
<td>2.61 – 3.40</td>
<td>3. Programs needing a neutral or similar level of continued support</td>
</tr>
<tr>
<td>1.81 – 2.60</td>
<td>4. Programs needing a lower level of continued support</td>
</tr>
<tr>
<td>1.00 – 1.80</td>
<td>5. Programs requiring further review, assessment, and action plan to determine what options will be taken</td>
</tr>
</tbody>
</table>

In the previous example illustrating how an intermediate program could be scored, the example program received a weighted score of 2.70. This score places the program in quintile three, a program needing a neutral or similar level of continued support.
APPENDIX B – ADMINISTRATIVE (NON-ACADEMIC) PROGRAM REVIEW

Idaho State University

Administrative (Non-Academic) Program Review
for University Program Prioritization¹

Program Name: ____________________________

Administrator: ____________________________ Department/Unit: ____________________________

Program Definition: any activity or collection of activities that consumes resources
(i.e. dollars, people, time, space, equipment)

For your responsible area, please identify the major, significant activities that consume resources and complete this questionnaire for each of these programs. For example, in the Controller’s Office there is the general accounting department that has major, significant activities such as accounts payable, collections, financial reporting, travel, and cash management that will qualify as separate programs within the single area of general accounting. In some cases, these activities themselves may be subdivided further into additional programs. The major, significant activities are the programs that will be reviewed through program prioritization by use of this questionnaire. Identify your programs to be reviewed as those that are major activities consuming significant resources. Please keep in mind that on our first pass with this new program prioritization process, areas are encouraged to keep programs broadly defined, so as not to produce more programs that can be reasonably evaluated.

1. Key Goals and Objectives:
   - Organizational structure and performance

1.a. Is this program mandated federally?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Provide Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Adapted from materials obtained from Seattle Central Community College, Washington State University, College of Micronesia, and the University of Central Oklahoma.
1. Is this program mandated by the state?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Provide Details</th>
</tr>
</thead>
</table>

1.c. Is this program required because of obligations other than federal or state?

If the program is required by previously signed contracts or agreements, identify the party or parties involved in the agreement, the date and history of the agreement, and the date of expiration of the agreement.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Provide Details</th>
</tr>
</thead>
</table>

1.d. Is this program essential to the operation of the university?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Provide Details</th>
</tr>
</thead>
</table>

ISU Mission Statement
The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Core Themes
Learning and Discovery, Access and Opportunity, Leadership in the Health Sciences, and Community Engagement and Impact.

1.e. How does this program support the mission, vision, strategic plan, core themes, and institutional objectives of the university?

Provide Details
1.f. How is the program’s performance reviewed? By whom? How often?

<table>
<thead>
<tr>
<th>Methods of Reviewing Performance</th>
<th>Person/Group Reviewing Method</th>
<th>How Often is Success Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Key Services Provided to Customers (Internal/External)

2.a. Please provide a brief description of each service/function your program provides, its primary customers, and the nature of demand.

<table>
<thead>
<tr>
<th>Description of Service/Function</th>
<th>Primary Customers</th>
<th>Demand:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> i.e. Planning</td>
<td>List the primary customers of the service</td>
<td>1. # of people served/unit time (e.g. 10/day)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Increasing/Stable/Decreasing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>External</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insert the number of people this function services per unit of time (day, week or month) and if that number is increasing, stable, or decreasing for internal users</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insert the number of people this function services per unit of time (day, week or month) and if that number is increasing, stable, or decreasing for external users</td>
</tr>
</tbody>
</table>
2.b. How many positions were assigned to the program over the last two years?

<table>
<thead>
<tr>
<th>Position Type</th>
<th>2011 – 2012 (FY12)</th>
<th>2012 – 2013 (FY13)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exempt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.c. How does the size and scope compare with similar/same programs at peer institutions?

Provide Details

2.d. Are there any current or proposed state, regional, or local mandates, or new policies or laws that may impact external demand for the program’s services?

Yes | No | Provide Details (describe the expected impacts)

2.e. Are there any current or proposed state or regional mandates or new policies that may impact internal demand for the program’s services?

Yes | No | Provide Details (describe the expected impacts)

3. Key Processes or Implementation Elements:

- Review to reduce bureaucracy and/or streamline operations
3.a. What are the key processes or implementation elements for this program? How many personnel are assigned to the key processes or implementation elements? Can any of these key processes or implementation elements be streamlined or eliminated?

<table>
<thead>
<tr>
<th>Key Implementation Element Identified</th>
<th>Personnel Assigned to Key Element</th>
<th>Can This Element Be Streamlined or Eliminated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Implementation Element Identified</th>
<th>Personnel Assigned to Key Element</th>
<th>Can This Element Be Streamlined or Eliminated?</th>
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</thead>
<tbody>
<tr>
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<td>No</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Implementation Element Identified</th>
<th>Personnel Assigned to Key Element</th>
<th>Can This Element Be Streamlined or Eliminated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Implementation Element Identified</th>
<th>Personnel Assigned to Key Element</th>
<th>Can This Element Be Streamlined or Eliminated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.</td>
</tr>
</tbody>
</table>
5. Key Implementation Element Identified | Personnel Assigned to Key Element
--- | ---

**Can This Element Be Streamlined or Eliminated?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how this implementation element can be streamlined or eliminated, or why this implementation element cannot be streamlined or eliminated.</td>
<td></td>
</tr>
</tbody>
</table>

3.b. Does the program have unmet equipment/software needs?  

| Yes | No |

If yes, complete the chart below.

<table>
<thead>
<tr>
<th>Description of What is Needed</th>
<th>Role of the Needed Item in Fulfilling Program Mission</th>
<th>Approximate Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe equipment/software needs</td>
<td>How will the equipment/software enable your office to work effectively and efficiently</td>
<td>Estimate the cost</td>
</tr>
</tbody>
</table>

3.c. What technologies are available to the program? Are there technological improvements that could be made to save on labor, or to improve the product/service offered? How does the program get technological support?

<table>
<thead>
<tr>
<th>Technologies Available</th>
<th>Improvements Could Be Made For Savings</th>
<th>Savings Expected on Labor/Products/Service Currently Offered</th>
<th>Technological Support Currently Receiving</th>
</tr>
</thead>
</table>
4. Organization Review

- Detailed organization chart for program area
  - Position analysis
  - Span of control

4.a. Display, or attach, the program organization chart with the number of positions in each program area. Name the key positions identified in span of control.

4.b. Designate the key positions in each program area. Which individuals are cross-trained and in what areas?

<table>
<thead>
<tr>
<th>Position/Title</th>
<th>Cross-Trained Yes / No</th>
<th>If Yes, List Areas</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

4.c. Are there other campus programs providing similar services? If yes, how are this program’s services different than those of other programs?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Provide Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
4.d. Are there any external or outsourced programs/services providing similar services? If yes, how do this program’s services differ from theirs?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Name of External Services</th>
<th>Provide Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>

4.e. Does this program have any external collaborations? If yes, how do these external collaborations benefit the university? Examples include, but are not limited to, cooperative agreements, articulation agreements, outreach efforts, corporate partnerships, economic relationships, etc.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Provide Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Budgeting/Planning

- Organization structure and performance metrics comparisons to:
  - Similar institutions

5.a. Does the program have any operations that generate revenue? Yes No

If yes, provide a list of financial resources generated by the program.

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Amount $</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the source of any revenue collected, i.e. sales, consultancy, etc.</td>
<td>List the amount per program/year</td>
</tr>
</tbody>
</table>

5.b. What were the budgeted costs of the program, actual expenditures, and difference between the two for fiscal year 2012?
## Program Expenditures

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Expenditures</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.c. What metrics are used to evaluate the program’s performance? How does this program’s performance metric compare to those from peer institutions, national standards, and industry benchmarks? Click on [Peer Institutions](#) to see a list of Institutional Research identified peers.

<table>
<thead>
<tr>
<th>Name/Description of Performance Metric</th>
<th>Program Metric Value</th>
<th>Peer Institution Metric Value</th>
<th>Industry Benchmark Metric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“N/A” if not applicable or metric does not exist</td>
<td>“N/A” if not applicable or metric does not exist</td>
<td>“N/A” if not applicable or metric does not exist</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Opportunities for Savings or Additional Investments

6.a. Have you identified any opportunities for savings or additional investments? If yes, please describe.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Provide Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Review Signature and Date

Program Director: ___________________________ Date: ___________________________

Vice President: ___________________________ Date: ___________________________
## Number of Non-Academic Programs Evaluated and Placed in Quintiles

<table>
<thead>
<tr>
<th>Vice Presidential Unit</th>
<th>Number of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Finance and Administration</td>
<td>104</td>
</tr>
<tr>
<td>Office of Research and Economic Development</td>
<td>14</td>
</tr>
<tr>
<td>Athletics</td>
<td>5</td>
</tr>
<tr>
<td>University Advancement</td>
<td>30</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total Number of Programs Evaluated and Placed in Quintiles</strong></td>
<td><strong>188</strong></td>
</tr>
</tbody>
</table>
APPENDIX D – KEY MILESTONES AND DATES DURING THE PROCESS – NON-ACADEMIC PROGRAMS

1/10/2014 – Program directors forwarded Program Prioritization documents to unit heads and directors

1/27/2014 – Unit heads and directors reviewed and approved the Program Prioritization documents

2/14/2014 – Recommendations for prioritization and reallocation were forwarded to vice presidents

3/3/2014 – Vice presidents reviewed and finalized recommendations for prioritization and reallocation

3/12/2014 – Vice presidents’ Program Prioritization results were due to the President (written reports)

3/14/2014 – Vice presidents presented Program Prioritization results to the President (oral presentations)

3/27/2014 – Vice presidents’ proposed budgets (reflecting the assigned budget targets) and SBCC budget presentations were due to ISU’s Budget Office

4/1-2/2014 – Fiscal year 2015 budget presentations were made to the Special Budget Consultation Committee (SBCC)

4/7/2014 – SBCC finalized ISU’s fiscal year 2015 program-prioritized budget and forwarded its recommendations to the President

4/30/2014 – ISU completed its final draft of the fiscal year 2015 program-prioritized budget for Idaho State Board of Education (SBOE) approval
APPENDIX E – PROGRAM PRIORITIZATION RESULTS BY VICE PRESIDENTIAL UNIT

Program Prioritization Results
By Vice President Unit

Vice President Unit/Area:

Vice President:

Number of Programs Identified and Reviewed:

Please Describe How You Identified Programs for Program Prioritization Analysis:

Please Describe the Methodology Used for Reviewing, Analyzing, and Ranking Your Unit’s Programs:

Please Describe Any Other Criteria, Other Than Those Identified by the Institution, You Used for Program Prioritization (Criteria Identified by Institution: Cost-Effectiveness, Importance to the Institution, Demand, Quality, Opportunity, Revenue & Cost, Impact & History):

ON THE NEXT FIVE PAGES, PLEASE PROVIDE THE FINALIZED LIST OF YOUR UNIT’S PRIORITIZED PROGRAMS BY QUINTILE
QUINTILE 1: Programs Possibly Needing Enrichment (Highest Priority)

Number of Quintile 1 Programs:

Quintile 1 Programs Identified – Please List:

1. 34.
2. 35.
3. 36.
4. 37.
5. 38.
6. 39.
7. 40.
8. 41.
9. 42.
10. 43.
11. 44.
12. 45.
13. 46.
14. 47.
15. 48.
16. 49.
17. 50.
18. 51.
19. 52.
20. 53.
21. 54.
22. 55.
23. 56.
24. 57.
25. 58.
26. 59.
27. 60.
28. 61.
29. 62.
30. 63.
31. 64.
32. 65.
33.
QUINTILE 2: Programs Possibly Needing A Higher Level of Continued Support

Number of Quintile 2 Programs:

Quintile 2 Programs Identified – Please List:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>36.</td>
</tr>
<tr>
<td>2.</td>
<td>37.</td>
</tr>
<tr>
<td>3.</td>
<td>38.</td>
</tr>
<tr>
<td>4.</td>
<td>39.</td>
</tr>
<tr>
<td>5.</td>
<td>40.</td>
</tr>
<tr>
<td>6.</td>
<td>41.</td>
</tr>
<tr>
<td>7.</td>
<td>42.</td>
</tr>
<tr>
<td>8.</td>
<td>43.</td>
</tr>
<tr>
<td>9.</td>
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</table>
**QUINTILE 3: Programs Possibly Needing A Neutral or Similar Level of Continued Support**

**Number of Quintile 3 Programs:**

**Quintile 3 Programs Identified – Please List:**

<p>| | |</p>
<table>
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</table>
QUINTILE 4: Programs Possibly Needing A Lower Level of Continued Support

Number of Quintile 4 Programs:

Quintile 4 Programs Identified – Please List:

1. 36.
2. 37.
3. 38.
4. 39.
5. 40.
6. 41.
7. 42.
8. 43.
9. 44.
10. 45.
11. 46.
12. 47.
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14. 49.
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32. 67.
33. 68.
34. 69.
35. 70.
QUINTILE 5: Programs Requiring Further Review, Assessment, and Action Plan to Determine What Options Will Be Taken (Lowest Priority)

Number of Quintile 5 Programs:

Quintile 5 Programs Identified – Please List:

<p>| | |</p>
<table>
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</table>
Program Prioritization Results Summary

Please Describe the Results of Your Program Prioritization Analysis Specifying the Existing Programs or Activities Can Be Done More Efficiently, Streamlined, or Eliminated:

Please Summarize Your Action Plan for Each Quintile 5 Program:

Please Identify the Amount of Resources by Program Identified for Reallocation, Reduction, or Elimination. What is the Amount for Current Period Savings? What is the Amount for On-going or Over-time, Phased Savings? (Projection If Necessary):

Please Describe Other Specific Recommendations Identified Through the Program Prioritization Process:

How Will Your Program Prioritization Results Be Incorporated Into Your Budget Proposal?
Program Prioritization Report to the Idaho State Board of Education
August 6, 2014

The below report summarizing the results of program prioritization activities over the last year in responding to guidelines distributed May 15, 2014 and subsequent instruction at the July IRSA meeting in preparation for the August Board Work Session.

1. The institution’s overarching goals (i.e. desired outcomes).

The three institutional goals established for this program prioritization process, which the University of Idaho internally referred to as Focus for the Future, were:

**Prioritized Faculty Hiring.** All new and vacated full-time faculty positions would be invested in high-level University strategic priorities, including “cluster hires” that advance select disciplinary and interdisciplinary efforts, student success, research revenue opportunities, accreditation achievement, and solutions to the most important societal problems. All academic units, including academic units in which the new or vacated faculty positions originate, would be required to make investment proposals according to priority areas identified by the Dickeson-based prioritization process for academic programs. No faculty investments would be made in low priority areas. Faculty resources would be used strategically to advance higher University and State of Idaho priorities. Investments would reflect all dimensions of the University of Idaho’s mission: teaching, scholarship, outreach, and engagement.

**Program Review.** A rigorous review would be conducted of programs placed on a “watch” list during the University’s previous prioritization process, as well as other programs found to be low priorities according to the criteria used in the current prioritization process. Such programs would be considered for remediation if they are indispensable to a core mission, and if specific remediation steps can be taken cost-effectively; otherwise, they would be considered for closure or consolidation, and resources will be aligned with higher priorities.

**Enhanced Operational Efficiency.** We would review the efficiency in administrative units and “programs” as defined in the State Board’s directive (and accompanying staff memorandum). These units and “programs” would be evaluated according to the same process and criteria used in the academic unit prioritization process, to the extent they are applicable directly or by analogy. Particular attention would be paid to opportunities for University-wide centralization or decentralization and standardization of equipment and procedures (e.g., information technology, personnel administration, and fiscal management). The timing of the evaluation of nonacademic units and “programs” might have been affected by the pace at which the academic programs were evaluated, because the academic program array would determine in part the distribution of administrative support for the academic programs.
2. The measurement criteria and the units of program analysis.

As was described in the June 2013 report to the State Board of Education/University of Idaho Board of Regents, the University of Idaho implemented, and has been using Dickerson’s concept of program prioritization since 2008 – 2009 when all of our academic programs were assessed as part of our ongoing assessment and continuous improvement efforts. To be clear, our process was not solely his evaluation scheme, but the concepts were foundational. In order to apply a common set of criteria to all academic and non-academic programs as well as administrative and operating units, we refined our understanding of the criteria and adopted the following definitions for our review:

- **Centrality.** The program is central to the mission and future of the University of Idaho as a land-grant, national, research institution. The program is responsive to the vision and strategic plan of the University and to important stakeholders throughout Idaho.

- **External Demand.** The current and future demand for program graduates, research, scholarship, and outreach is strong; the program plays a unique role in the state and stakeholders seek the expertise of the program faculty.

- **Internal Demand.** The program is relied upon by other programs outside the department for coursework, scholarly collaborations, grant collaborations, or core services.

- **Quality.** The program contributes to the national and international reputation of the University, and the work of the faculty is nationally and internationally recognized as significant. Faculty achievements in teaching, research, professional service, and outreach are nationally recognized. The program enables student success through the demonstrated achievement of established UI learning outcomes. It provides students with high quality learning experiences that offer integrated learning opportunities and skill building for addressing complex problems. The program enhances the quality of the learning experience through diversity of students, faculty, and staff.

- **Size and Scope.** The program includes a critical mass of faculty and provides a program to a significant number of students.

- **Productivity.** On a per FTE basis, the program produces significant numbers (when compared to appropriate peers) of graduates, student credit hours, scholarly products or performances, and outreach events and participants.

- **Cost Effectiveness.** The program expenditures relative to the various productivity measures are comparable to similar programs at other national research institutions. Evidence indicates that the funds invested in the program produce a healthy mix of student enrollment, research activity and funding, and other income.

- **Impact.** The outreach work of the program has produced significant changes in the practices or conditions of key stakeholder audiences. The program’s research, teaching, and outreach components contain mutually-beneficial outcomes. The program is responsive to the vision and strategic plan of the University and to relevant stakeholders throughout Idaho.

- **Synergies.** The program is engaged in cooperative interactions across departments or other administrative units both within the University of Idaho and/or with groups outside the UI that enhance quality and/or productivity providing clear benefits to students and/or faculty. Complex problems are addressed with interdisciplinary strength.
The above criteria were weighted, and the following definitions were developed for scoring:

1 – Poor Alignment. The program does not effectively support the criterion statement
2 – Moderate Alignment. The program moderately supports some of the characteristics in the criterion statement
3 – Good Alignment. The program generally supports the characteristics of the criterion statement
4 – Strong Alignment. The program strongly supports nearly all of the characteristics of the criterion statement
5 – Highest Alignment. The program convincingly supports all of the characteristics of the criterion statement

3. How many programs were evaluated and how many programs were placed in each quintile.

The University of Idaho applied the criteria and evaluation metrics to 358 programs. Scores to two decimals ranged from 1.00 to 5.00. Leadership initially placed programs in quintiles based upon those scores then academic degree programs with the lowest enrollment were assigned to the 5th quintile.

<table>
<thead>
<tr>
<th>Number of programs by type</th>
<th>Preliminary /Absolute Quintiles (reverse of scoring)</th>
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<tr>
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<td>Academic Programs</td>
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<td>(degrees, certificates &amp; majors)</td>
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<tr>
<td>Academic and Student Support Programs/Units</td>
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<td>Non-Academic Programs/Units</td>
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<td>Total</td>
<td>78</td>
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The data was then re-examined and leadership assigned quintiles based on a combination of rubric scores and the qualitative components of the review. These final/relative quintiles normalized the data and created five distinct groups that were representative of the rubric scores, metrics such as enrollment and expenditures, and extensive qualitative data.

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<th>Number of programs by type</th>
<th>Final/Relative Quintiles</th>
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<td>1st</td>
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<td>Academic Programs (degrees, certificates &amp; majors)</td>
<td>30</td>
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<tr>
<td>Academic and Student Support Programs/Units</td>
<td>17</td>
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<tr>
<td>Non-Academic Programs/Units</td>
<td>15</td>
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<tr>
<td>Total</td>
<td>62</td>
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</table>

4. For those programs in either the top or bottom quintile, please generally explain the common factors that led to their current placement.

Our application of the weighted criteria informed quintile placement. Centrality, or lack thereof, in terms of the University of Idaho’s historic land grant mission and the institution’s position as a comprehensive research institution were clearly a major factor. The other emphasis was on program quality. This aligns well with the State Board of Education/University of Idaho Board of Regents intention related to program prioritization, that it fulfills the requirements of zero based budgeting. Certainly the allocation of resources to programs and conversely the decision to not do so were major contributing factors to quintile placement.

5. What lessons were learned (e.g. implications to the institution, future application, etc.) and what actions are being taken, including considerations of sustainability.

The process resulted in several key conclusions. First, despite reduced state allocations over the last several years the University continues to fulfill its historic land grant mission and quality remains high. While this rigorous process did highlight some programs that were under-performing and/or no longer of central importance—the most noteworthy conclusion for various constituencies was a recognition of a deep commitment to quality and a higher level of accomplishment than community members hypothesized prior to completion of the process. Consequently, one implication for the University is a widespread dedication to purposeful communication regarding the University of Idaho’s people and programs and their considerable
positive impact upon Idaho, the nation, and the world. A second lesson learned was that forward-looking leadership demands that the institution stay the course in terms of making changes that enhance the quality of our programs and ensure that they align strongly with our mission as a land-grant, national, research institution. Third, the University of Idaho community must own its own destiny if the institution’s second 125 years is to continue the impressive trajectory of the previous 125 years. Fourth, the Focus for the Future program prioritization work at the University of Idaho pointed to a number of crucial areas that cross or transcend “programs” but are nonetheless areas that demand attention. These include compliance, information technology, interdisciplinary programs, financial aid, and procurement.

Since 2008 the University of Idaho has been committed to program prioritization as a means of assessing and continually aligning programs, activities and resources with the mission and goals of the institution. Focused program prioritization efforts over the last year strengthen and build upon our institutional process. President Chuck Staben’s arrival, the launch of a national search for a permanent provost and executive vice president, and the restructuring of our Institutional Research Office provide an opportunity for implementing a long-term strategy for ongoing review of both academic and non-academic programs. We will continue to use the shared governance approved criteria in place since 2008 and the weighting established as part of the current program prioritization process, and we will continue to refine the data sets required for program prioritization.

6. A narrative of the process explaining the level of rigor applied.

This comprehensive review of all programs advanced the work accomplished in 2008 as it tested the effectiveness of earlier program review and expanded it through inclusion of non-academic programs in addition to a thorough and rigorous review of our academic programs.

The University of Idaho’s shared governance tradition dictated the institution’s program prioritization process. The year-long program prioritization process—Focus for the Future—therefore included broad participation from various constituencies and representing the more than 70 University locations around the state of Idaho. A session that included more than 100 University leaders resulted in definitions of the program prioritization criteria and consensus regarding the weight of each of the criteria (centrality, external demand, internal demand, quality, size and scope, productivity, cost effectiveness, impact, and synergies). Various units worked for approximately one month in order to compile a working list of programs. University leadership assessed this list and compiled a list of 358 programs and units for evaluation. Program stakeholders engaged in comprehensive conversations regarding appropriate metrics. Although not apparent at the outset, these activities turned out to be incredibly valuable as units reflected upon their work, evaluation methodology, and national best practices and benchmarks. Gathering the data at a complex institution demanded significant effort from the entire University of Idaho community. Program leaders then compiled complete program reports using the nine established criteria. Unit leaders conducted their own assessments that included evaluating the data, metrics, and conclusions from program leader reports. Vice presidents reviewed this work. A January 13-14, 2014 retreat allowed leadership to consider all of the reports. Following considerable discussion, the retreat resulted in the formation of 6
work groups tasked with further fine-tuning of the data and reports, providing a more holistic consideration of both. Incorporating the results of these parallel efforts, the Interim Provost and Executive Vice President communicated proposed actions to the university community on April 23, 2014. Colleges and other units conducted all inclusive meetings to discuss the April 23 proposals and provided minutes of these meetings to the executive leadership. Approximately 350 people provided comments on the Focus for the Future website. President Chuck Staben met with stakeholder groups that requested a meeting and conducted in depth conversation with his leadership team. President Staben issued final Focus for the Future/Program Prioritization decisions on July 1, 2014.

7. Key process documents including templates and surveys used to collect the data. If applicable, please include a link to the web application.

Attached are seven documents developed for this process:
   1. Program Scoring Rubric
   2. Summary Report for Academic Departments
   3. Summary Report for Academic Programs
   4. Summary Report for All Colleges
   5. Summary Report for All Programs
   6. Summary Report for Sub-Units
   7. Summary Report for All Units

8. Key milestones and dates throughout the process.

<table>
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<tr>
<th>Phase 1</th>
<th>Process Overview</th>
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<tbody>
<tr>
<td>5/28/13</td>
<td>Interim President Burnett held meetings with senior leadership and Faculty</td>
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<td>Senate leadership to discuss the continued use of UI criteria that had initial</td>
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<td>discussion and approval in 2008 process</td>
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<td>6/19/13</td>
<td>Board approved proposed criteria at SBOE meeting</td>
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<td>7/22/13</td>
<td>Community-wide communication about Focus for the Future sent from Provost and</td>
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<td>Executive Vice President Katherine Aiken</td>
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<td>9/16/13</td>
<td>Presented and collected input at President’s Breakfast</td>
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<td>10/14/13</td>
<td>Provost/EVP appointed the Phase 1 Task Force</td>
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<td>10/25/13</td>
<td>All Unit Leads submitted list of programs to Provost/EVP for approval</td>
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<tr>
<td>10/29/13</td>
<td>Provost/EVP approved or required changes to program list</td>
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<tr>
<td>10/30/13</td>
<td>Focus for the Future Open Forum: Final program template, rubric, and review</td>
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<td></td>
<td>process materials distributed to Unit Leads</td>
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<tr>
<td>10/30/13 – 11/30/13</td>
<td>One month feedback period</td>
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</tbody>
</table>
9. The aggregate number of programs in each quintile.

Of the 358 programs reviewed, 62 were placed in the first (top) quintile, 68 were placed in the second quintile, 70 were placed in the third quintile, 92 were placed in the fourth quintile, and 66 were placed in the fifth (lowest) quintile.
10. Was there a hold harmless predetermination for any program(s), and if so, why?

In an effort to honor the principles of zero-based budgeting, nothing was exempt from this process. All divisions and all programs (academic and non-academic) statewide were included in the review with the exception of externally-funded programs such as grants and contracts.

11. Key outcomes and recommendations.

Below is a summary of the findings and plans we have as a result of this review. Several recommendations have already been implemented. Others require further consideration or time for implementation. Many of the proposed changes will generate savings, while some are efficiencies whose impact is difficult to assess directly. One is a significant investment essential to enhance safety and to minimize institutional risk. We expect that financial effects of these changes will occur primarily in the next fiscal year and later.

Non-Academic Programs:
- Create greater efficiencies in administrative personnel processes such as payroll, worker’s compensation self-insurance, hiring (implemented People Admin), and revised classification system
- Assess electronic purchasing practices for potential resource savings
- Close or change selected auxiliary operations such as the campus pharmacy (closed-services available locally)
- Consolidate select IT functions including technology/electronics purchases. Plan to be developed in 2014-15
- Reorganize and invest in University compliance functions
- Evaluate institutionally based financial aid for net tuition savings
- Fully fund the Vandal Scholarship Fund (Athletic Scholarships) through fundraising
- Close the Office of Community Partnerships
- Transfer Student Sustainability Center to Facilities
- Assess assignments of Development Officers
- Invest in Enrollment Management and Marketing

Academic Programs:
- Evaluate vacant faculty lines for strategic hiring; evaluate affiliate faculty assignments
- Move interdisciplinary programs to colleges
  - Bioinformatics and Computational Biology to the College of Science
  - Bioregional Planning to the College of Art & Architecture
  - Environmental Science and Waters of the West to the College of Natural Resources (continue consultation in Fall 2014)
  - Neuroscience to the Department of Biology, College of Science
- Move the Biological and Agricultural Engineering degree programs to the College of Engineering
- Close Bio-energy unit in Boise
- Restructure Department of Conservation Social Sciences in College of Natural Resources
# Academic Degree Programs and proposed actions:

<table>
<thead>
<tr>
<th>Bachelors</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td><strong>Degree</strong></td>
<td><strong>Recommendation</strong></td>
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<tr>
<td>Biochemistry - B.S.Biochem.</td>
<td>No action</td>
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<tr>
<td>Renewable Materials - B.S.Renew.Mat.</td>
<td>Watch list</td>
</tr>
<tr>
<td>Dance - B.S.Dan.</td>
<td>Watch list</td>
</tr>
<tr>
<td><strong>Music Degree Programs</strong></td>
<td></td>
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<tr>
<td>Applied – B.A., B.S.</td>
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<tr>
<td>Vocal Performance – B. Mus.</td>
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<tr>
<td>Education: Vocal-Instrumental – B. Mus.</td>
<td>Restructure</td>
</tr>
<tr>
<td>Theory – B.A., B.S.</td>
<td></td>
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<tr>
<td>Education: Vocal – B. Mus.</td>
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<tr>
<td>History and Literature – B.A., B.S.</td>
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<tr>
<td>Business – B. Mus.</td>
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</tr>
<tr>
<td>Art Education - B.S.Art Ed.</td>
<td>Consolidate in B.S. Art</td>
</tr>
<tr>
<td>Interdisciplinary Studies - B.A., B.S.</td>
<td>Watch list</td>
</tr>
<tr>
<td>Musical Theatre - B.F.A.</td>
<td>Eliminate</td>
</tr>
<tr>
<td>Agricultural Economics - B.S.Ag.Econ.</td>
<td>Ag Econ programs consolidated</td>
</tr>
<tr>
<td>Latin-American Studies - B.A.</td>
<td>Consolidate with Modern Languages</td>
</tr>
<tr>
<td>American Studies - B.A., B.S.</td>
<td>Eliminate</td>
</tr>
<tr>
<td>French - B.A.</td>
<td>Restructure</td>
</tr>
<tr>
<td>Medical Technology - B.S.</td>
<td>Eliminate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Masters</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree</strong></td>
<td><strong>Recommendation</strong></td>
</tr>
<tr>
<td>Computer Engineering - M.S., M.Engr.</td>
<td>No action</td>
</tr>
<tr>
<td>Geological Engineering - M.S.</td>
<td>No action</td>
</tr>
<tr>
<td>Hydrology - M.S.</td>
<td>Consolidate with Geology</td>
</tr>
<tr>
<td>Interdisciplinary Studies - M.A., M.S.</td>
<td>Watch list</td>
</tr>
<tr>
<td>Food Science - M.S.</td>
<td>Invest</td>
</tr>
<tr>
<td>Biology - M.S.</td>
<td>No action</td>
</tr>
<tr>
<td>Political Science - M.A.</td>
<td>Watch list</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering - M.S., M. Engr.</td>
<td>Move program to College of Engineering (organizational restructure)</td>
</tr>
<tr>
<td>Bioinformatics and Computational Biology - M.S.</td>
<td>See UWP recommendation</td>
</tr>
<tr>
<td>Environmental Engineering - M.S., M.Engr.</td>
<td>Eliminate</td>
</tr>
<tr>
<td>Art - M.A.T.</td>
<td>Eliminate</td>
</tr>
<tr>
<td>Microbiology, Molecular Biology and Biochemistry - M.S.</td>
<td>Consolidate with Biology</td>
</tr>
<tr>
<td>English - M.A.T.</td>
<td>Eliminate</td>
</tr>
<tr>
<td>Neuroscience - M.S.</td>
<td>Move program to Biology (organizational restructure); see interdisciplinary program recommendation</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>PhD</strong></td>
<td><strong>Recommendation</strong></td>
</tr>
<tr>
<td>Chemical Engineering - Ph.D.</td>
<td>Watch list</td>
</tr>
<tr>
<td>Materials Science and Engineering - Ph.D.</td>
<td>Watch list</td>
</tr>
<tr>
<td>Neuroscience - Ph.D.</td>
<td>Move program to Biology (organizational restructure); see interdisciplinary program recommendation</td>
</tr>
<tr>
<td>Food Science - Ph.D.</td>
<td>Invest</td>
</tr>
<tr>
<td>History - Ph.D.</td>
<td>Watch list and consider social sciences doctoral program</td>
</tr>
<tr>
<td>Soil and Land Resources - Ph.D.</td>
<td>Consolidate in single PSES degree</td>
</tr>
</tbody>
</table>

12. Timelines for next steps. This should delineate:

a. What immediate steps have already been taken, if any?

The University of Idaho has completed the following:
- Instituted new employee classification system designed to address salary compression and fairness issues
- Implemented the PeopleAdmin talent management system
- Closed the campus pharmacy ($260,000)
- Closed the Office of Community Partnerships ($480,000)
- Transferred the Student Sustainability Center to Facilities
- Moved Bioinformatics and Computational Biology to the College of Science
- Moved Bioregional Planning to the College of Art & Architecture
- Reexamined our options for funding our Other Post-Employment Benefits (OPEB) ($1,300,000)

b. What steps will occur in the future (i.e. phased or out-year changes)? This may require an overview of what steps are co-dependent on the actions of others, such as the Board or NWCCU, or what steps are contingent upon further analysis and review by the institution.

Many of the below initiatives require faculty participation in planning and implementing the changes. Some may require the letter to the State Board of Education Office and
communication with NWCCU. We anticipate notifications to be complete by December 31, 2014.

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move/restructure administration of degree programs</td>
<td>• Action plans due September 30, 2014</td>
</tr>
<tr>
<td>Consolidate degree programs</td>
<td>• Action plans due September 30, 2014</td>
</tr>
<tr>
<td>Eliminate degree programs</td>
<td>• Action plans due September 30, 2014</td>
</tr>
<tr>
<td>Conservation Social Sciences</td>
<td>• Action plans due September 30, 2014</td>
</tr>
</tbody>
</table>
| Benefit reviews (beyond OPEB mentioned above)     | • Compile a list of programs for review and prioritize by September 1, 2014  
• Complete reviews by February 1, 2015 
• Implement changes as allowable depending on the restrictions of each program. |
| Invest in Compliance Functions                    | • Establish operating budgets and transfer funds by September 15, 2014   
• Make staff hires by December 31, 2014            |
| Enrollment Management                             | • Develop an annual business plan and transfer of funds by December 31, 2014 |
| Marketing                                         | • Develop an annual business plan and transfer of funds by December 31, 2014 |
| Degree programs on the watch list                 | • Develop action plans for approval by the Provost no later than December 1, 2014  
• Report on implementation of action plan by June 15, 2015 |
| All programs in the 4th final/relative quintile   | • Develop action plans for improvement no later than December 1, 2014 for Provost’s approval  
• Report on implementation of action plan by June 15, 2015 |

c. Process improvements (e.g. eliminate duplication, outsource, centralize services, etc.)

The University of Idaho has launched initiatives to examine and refine various processes. The anticipated completion date for this work in June 30, 2015.
• Assess electronic purchasing/procurement practices for potential savings
• Consolidate selected IT functions including technology/electronics purchases
• Evaluate institutionally based financial aid
• Develop a plan to fully fund the Vandal Scholarship Fund through private sources
### Focus for the Future Program Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Program Comments Supporting the Score (max 150 words per criterion)</th>
<th>Program Self Review</th>
<th>Unit Lead Review</th>
<th>Program Weighted Score</th>
<th>Unit Lead Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Centrality</td>
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<td>Unit Lead Comments:</td>
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<td>2. External Demand</td>
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<td>Unit Lead Comments:</td>
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<tr>
<td>3. Internal Demand</td>
<td>4</td>
<td>Program Comments:</td>
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<td>Unit Lead Comments:</td>
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<td>4. Quality</td>
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<td>Unit Lead Comments:</td>
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<td>5. Size &amp; Scope</td>
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<td>6. Productivity</td>
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<td>7. Cost Effectiveness</td>
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<td>8. Impact</td>
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<td>9. Synergies</td>
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<td>Unit Lead Comments:</td>
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</tbody>
</table>
Focus for the Future Academic Department Report

Academic Department __________________________
College Containing Department _______________
Department Lead ____________________

Summary
Overview of the academic department describing programs, facilities, etc. (75 words max)
How the department promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

<table>
<thead>
<tr>
<th>Metrics for Programs in the Department</th>
<th>Program Criteria Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
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<tr>
<td>FTE in Major</td>
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<tr>
<td>Program 2</td>
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</tr>
<tr>
<td>Number of Students</td>
<td></td>
</tr>
<tr>
<td>FTE in Major</td>
<td></td>
</tr>
<tr>
<td>Program 3</td>
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</tr>
<tr>
<td>Number of Students</td>
<td></td>
</tr>
<tr>
<td>FTE in Major</td>
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<tr>
<td>Program 4</td>
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</tr>
<tr>
<td>Number of Students</td>
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</tr>
<tr>
<td>FTE in Major</td>
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</table>

<table>
<thead>
<tr>
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<th>Academic Yr</th>
<th>Academic Yr</th>
<th>Academic Yr</th>
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</thead>
<tbody>
<tr>
<td>Total Number of Undergraduate Students</td>
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<tr>
<td>Total Number of Undergraduate Credits</td>
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<tr>
<td>Total Number of Master’s Students</td>
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<tr>
<td>Total Number of Certificate Students</td>
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<tr>
<td>Total Number of Ph.D. Students</td>
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<tr>
<td>Total Number of Graduate Credits</td>
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</tr>
<tr>
<td>Total Credit Hour Production – Department wide</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Number Tenure Track Faculty</td>
<td></td>
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<tr>
<td>Total Tenure Track Faculty FTE</td>
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<tr>
<td>Number non-Tenure Track Faculty (including instructors)</td>
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<tr>
<td>Total non-Tenure Track Faculty FTE (including instructors)</td>
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<tr>
<td>Student to Tenure Track Faculty Ratio</td>
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<tr>
<td>Metric</td>
<td>Value 1</td>
<td>Value 2</td>
<td>Value 3</td>
</tr>
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</tr>
<tr>
<td>Student to Total Faculty Ratio</td>
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<tr>
<td>Number of TA’s</td>
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<tr>
<td>Total Number of Technical Personnel (scientist, engineers, etc.)</td>
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<tr>
<td>Total Number Publications</td>
<td></td>
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</tr>
<tr>
<td>Expenditures - Salaries</td>
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<tr>
<td>Expenditures – Instruction</td>
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<tr>
<td>Expenditures – Research</td>
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<tr>
<td>Expenditures – Public Service</td>
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<tr>
<td>Total Department Expenditures</td>
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</tr>
<tr>
<td>Instruction Expenditures per Tenure Track Faculty FTE</td>
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<td>Research Expenditures per Tenure Track Faculty FTE</td>
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<tr>
<td>Public Service Expenditures per Tenure Track Faculty FTE</td>
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</tr>
</tbody>
</table>

**Optional Department Metrics**

<Insert Excel File Here: Program Scoring Rubric>
Focus for the Future Program Report

Program ______________________
Department Containing Program ________________
Program Lead ____________________

Summary
Overview of the program describing purpose, stakeholders, etc. (50 words max)
Summary of how the program promotes the 9 criteria (200 words max)

<table>
<thead>
<tr>
<th>Metrics for the Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Metrics</td>
</tr>
<tr>
<td>Number of Students</td>
</tr>
<tr>
<td>FTE in Major</td>
</tr>
<tr>
<td>Optional Metrics</td>
</tr>
</tbody>
</table>

<Insert Excel File Here: Program Scoring Rubric >
Focus for the Future Academic College Report

Academic College ______________
Dean ______________

Summary
Overview of the college describing departments, programs, facilities, etc. (100 words max)
How the college promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

<table>
<thead>
<tr>
<th>College of</th>
<th>Academic Yr</th>
<th>Academic Yr</th>
<th>Academic Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Undergraduate Students</td>
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<tr>
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<tr>
<td>Total Number of Graduate Credits</td>
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<tr>
<td>Total Credit Hour Production – College wide</td>
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<tr>
<td>Number Tenure Track Faculty</td>
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<tr>
<td>Total Tenure Track Faculty FTE</td>
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<tr>
<td>Number non-Tenure Track Faculty (including instructors)</td>
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<tr>
<td>Total non-Tenure Track Faculty FTE (including instructors)</td>
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<tr>
<td>Student to Tenure Track Faculty Ratio</td>
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<td>Total Number Publications</td>
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<tr>
<td>Expenditures - Salaries</td>
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<td>Expenditures – Instruction</td>
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<tr>
<td>Expenditures – Public Service</td>
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<tr>
<td>Total College Expenditures</td>
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<tr>
<td>Effective F&amp;A Rate, %</td>
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<td>F&amp;A recovered, $</td>
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<tr>
<td>Instruction Expenditures per Tenure Track Faculty FTE</td>
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<tr>
<td>Research Expenditures per Tenure Track Faculty FTE</td>
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<tr>
<td>Public Service Expenditures per Tenure Track Faculty FTE</td>
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</tbody>
</table>

Optional College Metrics

<Insert Excel File Here: Program Scoring Rubric>
Focus for the Future Program Report

Program ______________________
Unit or Sub-unit Containing Program ________________
Program Lead __________________

Summary
Overview of the program describing purpose, stakeholders, etc. (50 words max)
Summary of how the program promotes the 9 criteria (200 words max)

<table>
<thead>
<tr>
<th>Metrics for the Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Metrics</td>
</tr>
<tr>
<td>Optional Metrics</td>
</tr>
</tbody>
</table>

<Insert Excel File Here: Program Scoring Rubric >
Focus for the Future Sub-unit Report

Sub-unit __________________________
Unit Containing Sub-unit _______________
Sub-unit Lead ______________________

Summary
Overview of the sub-unit describing services, facilities, etc. (75 words max)
How the sub-unit promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Program1</td>
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</tbody>
</table>

| Program2 |           |           |           |      |           |

| Program3 |           |           |           |      |           |

| Program4 |           |           |           |      |           |

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<tbody>
<tr>
<td>Common Metrics</td>
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| Optional Metrics |           |           |           |      |           |

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<tbody>
<tr>
<td>Common Metrics</td>
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| Optional Metrics |           |           |           |

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<Insert Excel File Here: Program Scoring Rubric>
Focus for the Future Unit Report

Unit ______________
Unit Lead ______________

Summary
Overview of the unit describing sub-units, programs, facilities, etc. (100 words max)
How the unit promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

<table>
<thead>
<tr>
<th>Metrics for the Unit</th>
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<th>Academic Yr</th>
<th>Academic Yr</th>
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<tr>
<td>Optional Metrics</td>
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<Insert Excel File Here: Program Scoring Rubric>
Final Report to the Idaho State Board of Education on

Program Prioritization

Submitted July 18, 2014
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Executive Summary:

Between June 2013 and July 2014, as directed by the Idaho State Board of Education, Boise State University engaged in the process known as “Program Prioritization” using methodology modified from that of the primary exponent of the process, Robert Dickeson. The primary goal of Program Prioritization, as outlined by Dickeson, is to increase alignment of resources with institutional priorities; the State Board established the additional goal of program improvement.

For the first time ever, all programs were put on the table and evaluated at the same time. This model of evaluation enabled us to make comparisons among programs and require substantial changes from a significant proportion of them.

We identified a total of 651 programs at the university: 163 degree and graduate certificate programs, 198 minors, emphases, options, and alternate degrees, 45 academic departments, and 245 administrative and support programs. A total of 70 programs were excluded from evaluation, primarily instructional programs that are less than three years old. Of the 135 degree and graduate certificate programs evaluated, 29 (21.5%) were placed in the fifth quintile, requiring them to make substantive changes. Another 22 degree and graduate certificate programs were flagged for a low number of graduates, requiring them to increase productivity. Of the 242 administrative and support programs evaluated, 47 (19.4%) were placed in the fifth quintile, requiring them to make substantive changes.

Our process was open and participatory. Each division oversaw and carried out the process in the programs within that division. Administrative and support programs were tasked with developing metrics to effectively measure the four criteria (relevance, quality, productivity, and efficiency). For some programs, well-established metrics were further refined for use in Program Prioritization. For others, Program Prioritization required that metrics be developed for the first time. Academic departments, faculty members, and the faculty senate were actively involved in the development of metrics used to evaluate instructional programs and academic departments. Numerous public presentations and a website were used to keep the campus community informed during the process.

Our process was logical and sensible. When evaluating and making decisions about programs, we paid attention to the context of the university, that is, the maturity of the institution and needs of the region. We also incorporated initiatives already underway to ensure alignment of those initiatives with any new actions. The four criteria established to guide evaluation of programs are simple and straightforward, are easy to remember and apply, and provided substantial utility in their application. We were careful in our interpretation and the application to decision-making of the metrics used in the process. Finally, although programs assigned to the bottom quintile are required to make substantial changes in order to meet specified outcomes, it was often the programs themselves that had the responsibility to determine the best way to meet those outcomes.
Our process was comprehensive. Every effort was made to ensure that all university programs were evaluated, including those that might have been excluded because of separate governance or absence of a state appropriation.

Our process was rigorous and impactful. Underlying that rigor was the understanding that without it, the process would have little external or internal credibility. We avoided cosmetic changes, that is, we avoided changes that lacked tangible impact.

Our process is sustainable. We will integrate Program Prioritization with our strategic plan, Focus on Effectiveness, and with regional accreditation, which requires that we create an ongoing, systematic structure for measurement of institutional and unit-level effectiveness.

Program Prioritization presented an opportunity to restructure colleges in order to better align with University initiatives and to increase synergy among units.

- The creation of a new School of Public Service consisting of five departments from the College of Social Sciences and Public Affairs will be finalized. The dean of the school will report to the Provost.
- The School of Social Work will move from the College of Social Sciences and Public Affairs to the College of Health Sciences.
- The remaining departments and programs in the College of Social Sciences and Public Affairs will be relocated to the College of Arts and Sciences.
- The College of Social Sciences and Public Affairs will be discontinued.
- A new School of Allied Health will be created within the College of Health Sciences; the new School will contain three departments currently in the College of Health Sciences and one department (Kinesiology) moved from the College of Education.
- The Department of Bilingual Education in the College of Education will be dissolved and tenured faculty absorbed into the Department of Literacy; that department will be renamed the Department of Literacy, Language, and Culture.

Results of Program Prioritization pertaining to instructional programs and academic departments can be summarized as follows:

- Evaluation of degree programs and graduate certificates resulted in 29 programs assigned to the fifth quintile; four will be discontinued and the remaining 25 must make substantial changes increase their productivity, relevance, quality and/or efficiency.
- Eighty additional degree and certificate programs were assigned to the second, third, or fourth quintiles and are required to make improvements. Of those eighty, 22 were flagged for a low number of graduates, and are therefore required to specifically make changes to increase production of graduates.
- Evaluation of minors, emphases, options, and alternate degrees resulted in 76 programs being flagged for low numbers of graduates. Of those, 43 will make substantial changes in curriculum and/or recruiting to increase the number of graduates, 16 will be consolidated or discontinued, and 17 will remain as they are.
- Thirteen academic departments are required to make changes that address causes of relatively low progress-to-degree and causes of instructional cost per credit hour that are relatively high at Boise State.
The following is a selection of notable outcomes from the evaluation of administrative and support programs:

- University Health Services will be moved from the Division of Student Affairs to the College of Health Sciences to align with the college’s academic programs and create teaching and research clinic opportunities. This will allow students to gain additional exposure to real-world instructional situations and faculty members will be able to augment their instruction and research through actual practice within their professions.
- Resources will be reallocated from the Meridian Center and relatively low-demand regional sites at Gowen Field and Mountain Home to staffing and instruction for: (i) degree completion programs housed at the College of Western Idaho and (ii) AfterWork programs that serve non-traditional students.
- Albertson Library will (i) eliminate an associate dean position and reallocate the resulting resources to library content and (ii) make shifts in subscription and changes to purchasing policy that will enable the reallocation of $183k to other library content.
- Research Computing will centralize services for support of cyber infrastructure for research to maximize support to researchers. A central model of support is the emerging trend in higher education research intensive institutions. The University is investing $132,500 to hire a research computing professional to provide greater support for research activity, including data analysis, visualization, and GIS support.
- The Sign Shop (Campus Facilities) and the Print Shop (OIT) will be structurally reassigned to Communications and Marketing to create new efficiencies and enhance their ability to manage and service the brand expectations across the university.
- In the division of University Advancement, an associate vice president position will be dissolved and the salary savings will be reallocated to further research and analytic capacity as well as to hire additional gift officers.
- Creation of a new Office of Public Safety will lower the University’s overall safety risk. By consolidating University Security; Transportation and Parking Services; and Environmental Health, Safety and Sustainability (EHSS); the University will have increased ability to plan for events and meet emergency needs as they arise, placing the responsibility for evacuation of campus traffic with parking event staff, clearing the way for university security and Boise Police to handle emergency situations.
- The Office of Academic Technologies is being restructured into two new units: (i) a Learning Technologies Solutions unit within the Office of Information Technology will focus on providing leading-edge technological infrastructure to support learning; (ii) a unit within the Center for Teaching and Learning will focus on design of courses with the intentional incorporation of technology.
- Routine maintenance across campus performed centrally by Facilities Operations and Maintenance will be funded centrally rather than through interdepartmental billing. Central funding will reduce associated bureaucratic activities and provide for a more consistent and flexible maintenance program across campus. Resulting savings in academic departments will be available for use to enhance their work with students.
- The Story Initiative will be eliminated as a stand-alone initiative and moved to the Arts and Humanities Institute. Funds associated with the directorship will be reallocated.
Introduction

Objectives of the Process

At the onset of Program Prioritization, we established these objectives to guide our work.

Objective #1: Engage in a process of sufficient rigor and impact to serve as an acceptable proxy for zero-based budgeting and result in meaningful changes at the University. The University does not want Program Prioritization to be a flurry of activity with no measurable impact. Instead, it is important that we achieve meaningful changes that include: (i) reallocation of resources to better align them with institutional priorities, in order to better serve our constituency; and (ii) substantial improvements in academic and administrative/support programs.

Objective #2: Pay attention to the context of the university. Boise State is a relatively young institution that provides the bulk of university programming to a growing metropolitan area. Several mission-central and high-demand programs are in start-up or early-growth mode.

Objective #3: Use a process that is fair and open. It was important that the process involve the campus community, be applied in a fair manner, and be transparent to stakeholders.

Objective #4: Look beyond changes to individual programs. Program Prioritization is by its nature focused on individual “programs” and not on the University as a whole. That said, we were fully aware that evaluation of individual programs would lead to a number of broad-scale changes that impacted multiple programs and required changes to organizational structure. As we will continue our analysis and planning on a university-wide scale we will make use of our newly acquired knowledge of individual programs as a foundation for future change.

Objective #5: Pay attention to initiatives already underway. Initiatives such as the PeopleSoft Renovation Project are making substantial changes to system infrastructure. Any actions resulting from Program Prioritization must be aligned with those initiatives.

Objective #6: Sustain the value of Program Prioritization. To gain the most value from Program Prioritization it was important that the process not be a one-time event. Instead, the University is integrating the Program Prioritization process into several ongoing planning and assessment activities. The process: (i) provides an opportunity to refine, and in some cases newly identify, enduring metrics that meaningfully evaluate unit-level effectiveness; (ii) will strengthen already-existing assessment processes and identify where new processes are necessary; (iii) will help us achieve Goal 5 of our strategic plan, which focuses on reinvention of business processes; (iv) meshes well with regional accreditation, which requires the creation of an ongoing, systematic structure for measurement of institutional and unit-level effectiveness. Standard 4.A.1 is especially relevant:

“The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.”
Administration of and Participation in the Process

A central committee with representatives from most divisions provided coordination and commonality of process across the university. However, each division undertook customization and control of Program Prioritization, as described in the Methodology section that follows. We believe this approach led to substantial “buy-in” that would not have occurred had the process been completely standardized at a university-wide level. Furthermore, the approach increased rigor and effectiveness by accounting for variation among divisions in role and business processes.

The central coordinating committee was the primary conduit of communication to the campus, providing a website with FAQs and other materials (see prioritization.boisestate.edu), delivering presentations to various constituencies, and holding working sessions to assist units in the process.

There was substantial participation by a variety of campus constituents in ad hoc meetings, surveys, presentations, workshops, evaluation committees, and report development. Importantly, the metrics for evaluation were developed with substantial input from those closest to the workings of the programs, not solely by high-level administrators.
Methodology

Delineation of “Programs”

“Programs” to be evaluated were first delineated within each division. A total of 651 “programs” were identified.

Instructional “programs” were delineated at two levels. The first level consisted of minors, emphases, options, undergraduate certificates and alternate degrees. Such programs were addressed first in order to simplify the work of the second level, which consisted of all degree and graduate certificate programs. Furthermore, as subsets of degrees, elimination of first-level programs would not typically provide funding reallocation without eliminating the second-level (degree) programs within which they reside. Table I summarizes the numbers of various types of instructional programs. Academic departments as a whole were evaluated separately using methods and metrics similar to those used for instructional programs.

<table>
<thead>
<tr>
<th>Table I. Instructional Programs &amp; Academic Departments</th>
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</thead>
<tbody>
<tr>
<td>Minors, emphases, options, undergraduate certificates, alternate degrees</td>
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<tr>
<td>Degree and graduate certificate programs</td>
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<tr>
<td>Academic Departments</td>
</tr>
</tbody>
</table>

Administrative and Support Programs consist of all programs at the university that are not academic departments or instructional programs. Delineation was done within each division and typically involved substantial discussion to achieve the appropriate scale of analysis and action for each program. In some cases the delineation of programs was modified based on insights gained during Program Prioritization. Table II summarizes the numbers of programs in each division.

<table>
<thead>
<tr>
<th>Table II. Administrative and Support Programs</th>
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<tbody>
<tr>
<td>Division of Campus Operations and General Counsel</td>
</tr>
<tr>
<td>Division of Finance and Administration</td>
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<tr>
<td>President’s Office reports</td>
</tr>
<tr>
<td>Division of Research and Economic Development</td>
</tr>
<tr>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>Division of University Advancement and BSU Foundation</td>
</tr>
<tr>
<td>Division of Academic Affairs</td>
</tr>
<tr>
<td>Centers and Institutes</td>
</tr>
</tbody>
</table>

Exclusions from the Process (“Hold Harmless Predeterminations”)

The following programs were either excluded from Program Prioritization or were evaluated using a modified process.

- Instructional programs less than three years old were excused from Program Prioritization because of insufficient data to evaluate.
Eight secondary education programs were excluded from analysis, but will be evaluated jointly by the subject area departments and the College of Education. Because many of these programs have low numbers of graduates, they would likely have ended up in a low quintile. However, they generally require few additional resources to offer, therefore, their termination would not have resulted in significant cost savings. Evaluation of these programs will be completed and action plans developed by May, 2015.

Associates degree programs were not evaluated because their discontinuance would have no effect on resources.

Criteria Used to Guide Evaluation of Programs
We distilled the ten criteria presented in Dickeson’s model into five that we believed would best guide our evaluation of programs and be robust for academic programs, as well as administrative and support programs. Four criteria were used in the initial evaluation of programs: relevance, quality, productivity, and efficiency. The fifth criterion, opportunity analysis, was used during the development of action plans.

- **Relevance**: Alignment with university mission and strategic plan; essentiality to core functions of the university; demand for program or service; alignment of service with needs.
- **Quality**: Evidence of success in achieving goals; evidence of assessment and improvement; distinctiveness and reputational impact.
- **Productivity**: Output or production per investment of time or resources.
- **Efficiency**: Here defined to reflect the operational effectiveness of the program. For example, a key component of efficiency for an instructional program is the ability of students to progress toward degree in a timely manner.
- **Opportunity Analysis**: A description of enhancements that can be made to address unmet needs and/or better advance the goals of the university.

Metrics and Evaluation of Instructional Programs and Academic Departments

**Minors, emphases, options, and alternate degrees**

Initial evaluation of minors, emphases, options, and alternate degrees was done to simplify subsequent consideration of entire degree programs and to prevent their use as easy-to-discard programs that might protect entire degree programs from more thorough scrutiny and subsequent action.

Programs in this group were evaluated based primarily on the criterion of Productivity, and secondarily on Relevance. Graduate level emphases, options, and alternate degrees were flagged if the average number of graduates per year over the last three years was less than three. Undergraduate level emphases, options, certificates, and alternate degrees were flagged
if the average number of graduates per year over the last three years was less than five. Owners of flagged programs were required to submit a plan that: (i) is designed to increase the number of graduates; (ii) justifies the continued existence of the program given the low number of graduates; or (iii) discontinues the program. Minors, emphases, options, and alternate degrees that were not flagged were further considered as part of the associated degree program (i.e., degree programs are comprised of all emphases, options, and alternate degrees).

**Academic Degree and Graduate Certificate Programs**

Because there is substantial consistency in functionality of academic programs and academic departments, it was feasible to develop a common set of metrics for application to both. The subset of metrics used to evaluate degree and graduate certificates is summarized in Table III. The development of metrics was an iterative process that incorporated feedback from faculty, department chairs, and deans. The metrics include quantitative measures (e.g., # of graduates) as well as student and alumni surveys and other qualitative data focused on relevance and quality.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Metric</th>
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<tbody>
<tr>
<td>Relevance</td>
<td>3 year average junior-senior headcount enrollment</td>
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<tr>
<td></td>
<td>3 year average enrollment for graduate programs</td>
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<tr>
<td></td>
<td>Alumni Survey - preparation for work and further education</td>
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<td></td>
<td>Alumni Survey - contribution of department/major to civic engagement</td>
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<td></td>
<td>Department response (essay): contribution to mission, core themes, and strategic plan.</td>
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<tr>
<td></td>
<td>Department response (essay): changes to meet student and community needs</td>
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<tr>
<td></td>
<td>Department response (essay): success of and demand for graduates</td>
</tr>
<tr>
<td>Quality</td>
<td>Graduating Student Survey – satisfaction with program</td>
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<td></td>
<td>Graduating Student Survey - perceived quality of faculty</td>
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<td></td>
<td>Department response (essay): program distinctiveness and reputational contribution</td>
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<td></td>
<td>Program Assessment Plan overall rubric score</td>
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<tr>
<td>Productivity</td>
<td>3 year average number of graduates</td>
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<tr>
<td></td>
<td>Graduates per year per $100k instructional cost</td>
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<tr>
<td></td>
<td>Graduates per year per tenured/tenure-track (T/TT) faculty full-time equivalent (FTE)</td>
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<tr>
<td>Efficiency</td>
<td>3 year average baccalaureate graduates per junior-senior FTE</td>
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<tr>
<td></td>
<td>3 year average masters and doctoral grads per enrolled student</td>
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<tr>
<td></td>
<td>3 year average credits at graduation (baccalaureate native students only)</td>
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<td></td>
<td>Direct instructional cost per student credit hour (SCH) as a % of peers (using Delaware Study peer data; see following text)</td>
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<tr>
<td></td>
<td>Average time to degree (doctoral degrees only)</td>
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<td></td>
<td>Program attrition (doctoral programs only)</td>
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</table>

Quantitative and student survey data for instructional programs was assembled by the University’s Office of Institutional Research. Direct instructional cost per student credit hour was benchmarked against the University of Delaware’s National Study of Instructional Costs and Productivity ([http://www.udel.edu/IR/cost/](http://www.udel.edu/IR/cost/)). Qualitative data was evaluated by teams of faculty members using pre-determined rubrics (see Appendix VI) to score department responses to the essay questions listed in Table III. A key metric used to evaluate the quality of
each program was a description of how the learning outcomes of the program are assessed. Each such Program Assessment Report was evaluated by a team of faculty members using the pre-determined rubric.

For headcounts and numbers of graduates, data were compared within degree type. For student survey data, all programs at the same “level” (i.e., undergraduate or graduate) in a given department received the same score. Cost per student credit hour and several similar metrics were necessarily calculated at the department level; therefore, all programs within a department received the same score for those metrics.

Additionally, instructional degree programs were flagged if their average annual number of graduates was below a specified threshold: fewer than 10 per year for baccalaureate degrees; fewer than five per year for master’s degrees and graduate certificates; and fewer than three per year for doctoral programs.

Using the data for each metric and the weightings of each of the criteria (relevance 26.2%; quality 28.5%; productivity 23.2%; efficiency 22.0%), a single numerical score was calculated for each program. Within each college, the overall scores for programs within that college were ranked and percentiles calculated. Those percentiles provided a rough-cut for consideration of quintile placement by the dean, with the lowest 20% being in the lowest quintile, the next 20% being in the fourth quintile, and so on. Descriptions of the quintiles are as follows:

- Top Quintile: Best practice.
- Middle three quintiles: categorized by the specific challenges identified for each program:
  - Improve productivity and/or efficiency
  - Improve quality and/or relevance category
  - Improve productivity and/or efficiency and improve quality and/or relevance.
- Bottom Quintile: needs substantial change (e.g., reinvent, restructure, phase out)

Initial categorization of programs, program context, and potential for change were discussed by the Deans Council, then discussed extensively by the deans, associate deans, and department chairs within each college. Colleges and departments were then tasked with the following:

- For the 20% of programs in the “substantive change” category an action plan was developed for each program that describes the substantive change (reinvent, redesign, restructure, or phase out) that would be implemented for that program (see template in Appendix VII).
- The top 20% of programs were excused from further consideration, although some colleges required that those programs also create a plan for improvement.
- The 60% of programs in the middle three quintiles were asked to develop plans for improvement to address the specific challenges identified by the data.
- Colleges making broad scale changes involving multiple programs were asked to complete a broad-scale action plan.
- Any program that was flagged for a low annual number of graduates was required to specifically address the way in which it will increase the number of graduates to a defined level.
**Academic Departments**

The set of metrics used to evaluate academic departments included, and was substantially broader than, the set used to evaluate degree and graduate certificate programs. Several metrics pertaining to productivity and efficiency were benchmarked against the University Delaware’s National Study of Instructional Costs and Productivity. Metrics were also derived by consolidation or averaging of the scores of the instructional programs offered by that department. Table IV depicts the metrics used.

<table>
<thead>
<tr>
<th>Table IV: Metrics Used to Assess Academic Departments</th>
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<tbody>
<tr>
<td><strong>Progression to Degree</strong></td>
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<td>Student perceptions regarding degree progression</td>
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<table>
<thead>
<tr>
<th><strong>Instructional Program Quality and Relevance</strong></th>
<th><strong>Qualitative Info on Relevance and Quality</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student perceptions of relevance and quality</td>
<td>Alumni survey: preparation for employment and education</td>
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<tr>
<td></td>
<td>Graduating Student Survey: satisfaction with major</td>
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<tr>
<td></td>
<td>Graduating Student survey: interactions with faculty members and peers</td>
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<td></td>
<td>Retention of juniors in the department's programs.</td>
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<td>Department response (essay): contribution to mission, core themes, and strategic plan</td>
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<td>Department response (essay): changes to meet student and community needs</td>
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<td>Department response (essay): success of and demand for graduates</td>
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<td></td>
<td>Overall evaluation of program assessment reports</td>
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<td>Department response (essay): program distinctiveness; impact on university reputation</td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>Gross Instructional Productivity</strong></th>
<th><strong>Instructional Productivity per Resource Invested</strong></th>
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</thead>
<tbody>
<tr>
<td># of graduates per year</td>
<td>Graduates per year per $100k instructional cost</td>
</tr>
<tr>
<td>Average annual student credit hours</td>
<td>Graduates per year per T/TT faculty FTE</td>
</tr>
<tr>
<td>Coursework demand: non-Disciplinary Lens (DL) course SCH taken by students in other majors</td>
<td># of upper division majors per T/TT faculty FTE</td>
</tr>
<tr>
<td>Demand for DL courses by students in other majors: SCH</td>
<td># of upper division majors per instructional cost</td>
</tr>
<tr>
<td># of juniors and seniors</td>
<td>SCH per faculty (including adjunct) FTE</td>
</tr>
<tr>
<td># of enrolled graduate students</td>
<td>$ value of SCH per $ total instructional cost</td>
</tr>
<tr>
<td></td>
<td>Direct instructional cost per SCH as submitted to Delaware Study</td>
</tr>
</tbody>
</table>
| Instructional data relative to peers | Direct instructional cost per SCH as a % of Delaware Study peers
SCH per T/TT faculty relative to Delaware Study peers
Undergrad teaching: proportion by T/TT faculty as a % of Delaware Study peers
Teaching load of T/TT faculty relative to Delaware Study peers |
|---|---|
| Class-size metrics | % of upper division courses with below-threshold headcount
% of graduate courses with below-threshold headcount |
| Research and Service Activity | 3 year average research grant expenditures per year
3 year average instructional and public service grant expenditures per year
Average annual research $ per T/TT FTE as reported to Delaware Study
Research $ per T/TT FTE relative to Delaware Study peers
Research and creative activity per T/TT FTE
Community service per T/TT FTE |

For each metric, each academic department was also given a university-wide percentile score. The resulting information was used for two purposes. First, it provided broad context for the evaluation of degree and graduate certificate programs. Second, the metrics were examined for patterns pertaining to instructional efficiency, teaching load, productivity, and progression to degree of students. Departments and deans have been tasked with further exploring those patterns and outlining a plan of action to rectify identified deficiencies. Finally, 13 of 45 departments have been given a list of tasks to be completed over the next year and goals to be reached over the next three years, all associated with the results of program prioritization.
Metrics and Evaluation of Administrative and Support Programs

For Administrative and Support programs, each program developed a written report that contains information in response to the prompts listed in Table V. For those prompts in the second column, specific metrics were developed as follows: each program underwent an iterative process in which metrics were proposed, reviewed, discussed, and revised. Resulting metrics were reviewed by division leadership to ensure that they would provide adequate information for review and placement of programs into quintiles. Several workshops supported the development of effective metrics (See Appendix). For those questions in the third column, programs provided written responses.

| Table V. Questionnaire Prompts Used for Evaluation of Administrative and Support Programs |
|--------------------------------|------------------------------------------------------------------------------------------------|
| **Criterion** | **Aspects scored based on metrics, benchmarked against peers as possible** | **Aspects scored based on written response** |
| Relevance | • What is the demand for the program’s services? | • Alignment with and support of the University’s mission, strategic plan, and core themes.  
• External mandates that will affect demand?  
• Required for compliance?  
• Essentiality of services/functions provided  
• Who is served?  
• Overlap with function of other units? |
| Quality | • How are quality and effectiveness assessed?  
• What measures are used and with what regularity?  
• How well are functions executed and services provided?  
• Evidence demonstrating how well the services meet the needs of customers | • Actions to improve quality of services such as training for personnel?  
• Other factors affecting quality, e.g., turnover, complexity of role, etc.? |
| Productivity | • How is the program’s impact measured?  
• What evidence demonstrates the volume of work performed?  
• How well does the program perform compared to benchmarks? | • What improvements could be made to save on labor or to improve the product/services? |
| Efficiency | • National benchmark data comparing resources of the program with national averages | • Scope of duties performed by this program  
• Operations or collaborations that generate revenue or result in cost savings  
• Anticipated changes that will affect efficiency in the near future  
• Opportunities for savings or additional investments |
The report for each program was then scored, typically by a committee using a predetermined rubric (see Appendix II). Scoring committees typically consisted of a set of divisional leaders and often included selected participants from outside the division. The resulting scores were used to rank programs for placement into one of five quintiles, generally described as follows:

- **Top Quintile**: Best practice, candidate for expansion.
- **Middle three quintiles**: Improvement required, at varying levels depending on quintile.
- **Bottom Quintile**: Candidate for substantial change (e.g., reinvent, restructure, phase out)

Scores, initial quintile placement, program context, and potential actions for each program were discussed extensively by the leadership group of each division. That discussion led to an initial determination of specific actions to be required of each program.

Each proposed action can be categorized into one of three dimensions, as illustrated in the adjacent figure:

- Changes to organizational structure
- Improvement to processes and procedures
- Investment or divestment of resources

The vice president of the division then finalized the actions proposed for each program and prepared the report as described in the following section.

**Presidential Approval of Proposed Actions**

Each vice president prepared for the President of the University a summary report of the Program Prioritization process and results for his/her division, which included the following components:

- Executive summary
- Overview of methodology to confirm rigor
- Listings of programs arranged in quintiles
- Proposed changes to organizational structure
- Proposed improvements
- Proposed savings, elimination of programs, reallocations, and investments

The President reviewed and provided feedback before approval of the reports. Under the President’s direction, each vice president is charged with overseeing the implementation of actions identified during Program Prioritization.
Table VI. Key Milestones and Dates: Instructional Programs and Academic Departments

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE DATE</strong></td>
<td>◄Sept.10</td>
<td>◄Oct. 1</td>
<td>◄Oct. 8</td>
<td>◄Oct 12</td>
<td>◄Nov. 1</td>
<td>◄Nov. 8</td>
<td>◄Dec. 15</td>
<td>◄Feb. 14</td>
<td>◄Feb 21</td>
<td>◄Feb. 28</td>
<td>◄Mar. 7</td>
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<tr>
<td><strong>Executive Team</strong></td>
<td>Approve model, criteria, and methodology</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Implementation Team</strong></td>
<td>Draft of basic model, criteria, metrics, Program delineation/definition</td>
<td>1st Draft Metrics</td>
<td>2nd draft Metrics</td>
<td>Final Draft</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Faculty/ Faculty Senate</strong></td>
<td>Feedback on 1st Draft Metrics</td>
<td>Feedback on 2nd draft</td>
<td></td>
<td></td>
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<tr>
<td><strong>Provost &amp; Dean’s Council</strong></td>
<td>Feedback on 1st Draft Metrics</td>
<td>Feedback on 2nd draft</td>
<td>Approve Metrics</td>
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</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Update Digital Measures Information</td>
<td>Verify Digital Measures Information</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Instructional Research</strong></td>
<td></td>
<td></td>
<td>Data on minors, emphases, etc</td>
<td>Develop &amp; Issue Data on Degr Prog</td>
<td>Dept-level metrics to deans</td>
<td></td>
<td></td>
<td></td>
<td>Rbrc Scoring by Faculty teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Department/ Programs</strong></td>
<td></td>
<td></td>
<td>Reports and proposed actions re: minors, emphases, etc</td>
<td>Develop program assessment reports.</td>
<td>Dean-Chair discussions</td>
<td>Develop Action Plans</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Dean’s</strong></td>
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<td><strong>Provost &amp; Dean’s Council</strong></td>
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<tr>
<td><strong>Executive Team</strong></td>
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<tr>
<td><strong>President</strong></td>
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</tbody>
</table>

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**Notes:**
- DUE dates are shown with ◄ to indicate due dates.
- Each step in the process is color-coded for visual clarity.
- The table outlines the key milestones and dates for the instructional programs and academic departments.

---

**Synthesis and Final Decisions:**
- Synthesis and final decisions are noted for the President and Executive Team.

---

**Changes:**
- The table structure has been adjusted to better reflect the flow of activities and due dates.
- Color-coding has been added to highlight different stages of the process.

---

**References:**
- The data is organized to provide a clear view of the timeline and responsibilities within the academic institution.
### Table VII. Key Milestones and Dates: Administrative and Support Programs

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation Team</strong></td>
<td>Draft of basic model, generic questionnaire to guide development of metrics, communication plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Executive Team</strong></td>
<td></td>
<td>Approve model, criteria, and methodology</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Research</strong></td>
<td></td>
<td></td>
<td>Consult on Customer Survey, setup for departments</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Rubric Team</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rubric Scoring of Program Assessment Reports</td>
<td></td>
</tr>
<tr>
<td><strong>Units/Programs</strong></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td><strong>VP's AVPs</strong></td>
<td>Define and delineate programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Meetings, Discussion, Decisions. Creation of report</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Executive Team</strong></td>
<td></td>
<td>Vet and approve metrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>synthesis &amp; final decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>President</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>synthesis &amp; final decisions</td>
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</tr>
</tbody>
</table>

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
AUGUST 13, 2014
Results and Discussion for Instructional Programs and Academic Departments

**Instructional Programs**

*Minors, Emphases, Options, Alternate Degrees, and Undergraduate Certificates*

For minors, emphases, options, undergraduate certificate, and alternate degrees, 35 programs were less than three years old and excluded from further consideration. Four programs were deferred to the degree program stage because of minimal differences between the two alternate degrees. Seventy-six of the 163 remaining programs were flagged for a low annual number of graduates.

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Total # programs</th>
<th>Not Evaluated</th>
<th>Evaluated: Above threshold number of graduates?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># new program</td>
<td># deferred to degree stage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate Degrees</td>
<td>34</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Emphases</td>
<td>88</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Minors</td>
<td>66</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Undergrad Certificates</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>198</td>
<td>35</td>
<td>4</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>100%</td>
<td>17.7%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Forty-three programs will make substantial changes to increase the number of graduates, generally through increased recruiting and/or streamlining of curriculum. Seventeen programs gave adequate justification, based on relevance and cost, for being kept as is.

Sixteen programs will be consolidated or discontinued: (i) four emphases will be discontinued in the BA Special Education, the Master of Health Sciences, and the minor in Spanish; (ii) the minor in Civil Engineering will be discontinued; (iii) nine emphases within the BS Biology will be consolidated into four and six emphases within the BA Theatre Arts will be consolidated into one.

**Degree and Graduate Certificate Programs**

As noted above and depicted in Table IX, three groups of degree/graduate certificate programs were not evaluated in Program Prioritization: (i) associates degree programs were excluded; (ii) nine secondary education programs, most with low enrollments, will be evaluated as a group over the next year by the College of Education and the relevant subject-area departments; and (iii) programs newer than 3 years old were not evaluated. One hundred thirty-five programs were evaluated.
Table IX. Evaluation of Degree and Certificate Programs: exclusions from the process

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Total # of Programs</th>
<th>Programs not evaluated</th>
<th>Programs that were evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>associates excluded</td>
<td>select secondary educ. excluded</td>
</tr>
<tr>
<td>Associate's</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>80</td>
<td>9</td>
<td>71</td>
</tr>
<tr>
<td>Master's</td>
<td>50</td>
<td>4</td>
<td>46</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>19</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Educational Specialist</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>163</td>
<td>15</td>
<td>135</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>100%</td>
<td>2.5%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

Table X depicts the assignment of degree/graduate certificate programs to quintiles, based on scores received. Note that 29 programs were classified into the fifth quintile, and therefore required to develop plans for substantive change.

Table X. Quintile Assignments of Degree and Graduate Certificate Programs

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Total Programs Evaluated</th>
<th>Quintile assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Bachelor</td>
<td>71</td>
<td>18</td>
</tr>
<tr>
<td>Master's</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Doctoral</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>135</td>
<td>26</td>
</tr>
<tr>
<td>% of total per quintile</td>
<td>100%</td>
<td>19.3%</td>
</tr>
</tbody>
</table>

Table XI summarizes the primary criteria responsible for a program being assigned to the fifth quintile. The most common deficiency was productivity, typically resulting from a low number of graduates. The other three criteria were approximately equal in their importance as a cause of assignment to the fifth quintile: (i) low scores for relevance were caused by low enrollment (an indicator of demand), low student satisfaction with the preparation provided by their degree program, insufficient changes made to meet students and community needs, low success of or demand for graduates, and/or lack of contribution to the University mission and strategic plan; (ii) low scores for quality were caused by low student satisfaction with quality and/or a poor program assessment report; and (iii) low scores for efficiency were caused by relatively difficult progression through the degree.

Table XI. Causes of Placement into the Fifth Quintile

<table>
<thead>
<tr>
<th>Number of Fifth-Quintile Programs with relatively low scores in Criterion (out of 29 programs)</th>
<th>Relevance</th>
<th>Quality</th>
<th>Productivity</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>17</td>
<td>23</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

The following are examples of actions that are planned to remedy the challenges identified by Program Prioritization. All programs in the fifth quintile will be re-evaluated at the end of fiscal year 2017.
Four programs will be discontinued and resources made available by those discontinuations will be reallocated to other programs.

Eight programs must specifically improve their assessment of learning outcomes, in order to evaluate and ensure quality.

Nine programs will be restructured by either adding an emphasis or option to attract more students, or consolidating programs in order to streamline the options for students and provide a more robust faculty.

Three programs will restructure their curriculum to make it more efficient for students to progress through the program.

Five programs will increase recruitment in order to increase enrollments and production of graduates, with specific targets established.

Table XII depicts the flagging of programs for low numbers of graduates. The farthest right column details 22 programs that were not in the fifth quintile but had a low number of graduates. Thus, in addition to the 29 fifth-quintile programs that developed plans for substantive action, 22 additional programs with a low number of graduates were required to develop plans to increase their number of graduates to a level above the threshold value (10 for baccalaureate, five for master’s and graduate certificate, and three for doctoral).

<table>
<thead>
<tr>
<th>Program Type (and flag threshold)</th>
<th>Total programs evaluated</th>
<th>Programs not flagged for low # of graduates</th>
<th>Programs flagged for Low # of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>In fifth quintile</td>
</tr>
<tr>
<td>Bachelor’s (&lt;10)</td>
<td>71</td>
<td>52</td>
<td>8</td>
</tr>
<tr>
<td>Master’s (&lt;5)</td>
<td>46</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Certificate (&lt;5)</td>
<td>14</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Doctoral (&lt;3)</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>135</td>
<td>94</td>
<td>19</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>100%</td>
<td>69.6%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

**Academic Departments and their Organization**

**Evaluation of Academic Departments**

Metrics regarding academic departments were examined for patterns pertaining to student progression to degree, instructional costs, and teaching load of faculty members. Areas of concern were identified by the Provost for thirteen departments, and those departments were asked to develop plans for corrective actions. The following are the primary types of actions:

- Address causes of relatively low progress-to-degree as evidenced by low proportion of students graduating each year, low retention of juniors and seniors in the major, and/or high average credits at graduation.
- Address causes of instructional cost per credit hour that are relatively high at Boise State and student credit hours per faculty member that are relatively low relative to other departments at Boise State.
Table XIII depicts the numbers of departments in each category.

Table XIII. Results of Evaluation of Academic Departments

<table>
<thead>
<tr>
<th>Concern(s) to be addressed</th>
<th>Progress to degree only</th>
<th>Instructional costs/teaching load only</th>
<th>Both Progress to degree and instructional cost/teaching load</th>
<th>Neither</th>
<th>Total Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td># of departments in category</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>32</td>
<td>45</td>
</tr>
<tr>
<td>% of departments in category</td>
<td>11.1%</td>
<td>15.6%</td>
<td>2.2%</td>
<td>71.1%</td>
<td></td>
</tr>
</tbody>
</table>

**Broad-scale Organizational Changes**

Program Prioritization presented an opportunity to restructure colleges in order to better align with University initiatives and increase synergy among units.

- The creation of a new School of Public Service consisting of five departments from the College of Social Sciences and Public Affairs will be finalized. The dean of the school will report to the Provost.
- The School of Social Work will move from the College of Social Sciences and Public Affairs to the College of Health Sciences.
- The remaining departments and programs in the College of Social Sciences and Public Affairs will be organizationally moved to the College of Arts and Sciences.
- The College of Social Sciences and Public Affairs will be discontinued.
- A new School of Allied Health will be created within the College of Health Sciences; the new School will contain three departments currently in the College of Health Sciences and one department (Kinesiology) moved from the College of Education.
- The Department of Bilingual Education in the College of Education will be dissolved and tenured faculty absorbed into the Department of Literacy; that department will be renamed the Department of Literacy, Language, and Culture.

The following figure depicts the structure of the academic units of the Division of Academic Affairs as of Fall, 2015. Departments and programs that were moved are underlined.
Results and Discussion for Administrative and Support Programs

Division of Campus Operations and General Counsel

Programs within the Division of Campus Operations and General Counsel are organized as depicted in the following diagram.

![Diagram of Division of Campus Operations and General Counsel]

Key context, challenges, and overarching themes:

Five themes emerged from the analysis of divisional programs:

- Program Prioritization reaffirmed that there is relatively high risk in the broad area of public safety. In particular, both federal regulations and the reality of operating a university campus in an urban area have resulted in a noticeable need for police and public safety enhancements.
- Presently, the business operations offices in the division are decentralized; substantial opportunity exists for increased coordination, consistency, and efficiency.
- Several key operations in the division rely on the generation of local funds. A change in that focus, as well as selective investment of appropriated funds, will provide services more in tune with the needs of the campus.
- Compliance with federal and state regulations remains an area of growing focus and necessary investment at institutions of higher education.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XIV.

<table>
<thead>
<tr>
<th>Quintile assignments</th>
<th>Total Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Second</td>
</tr>
<tr>
<td># of programs in quintile</td>
<td>7</td>
</tr>
<tr>
<td>Percent of total in quintile</td>
<td>20.0%</td>
</tr>
</tbody>
</table>
Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization:

- The business operations of Facilities, Operations, and Maintenance (FOAM) will be integrated into a single business operations unit at the division level, producing substantial increases in effectiveness and efficiency. The new divisional unit will also provide coordination among business operations across the division.

- Creation of a new Office of Public Safety will lower the University’s overall safety risk. It will be created by consolidating University Security, Transportation and Parking Services, and Environmental Health, Safety and Sustainability (EHSS). These units will be organized into three primary offices: EHSS, Operations, and Events. As an example of the impact of this change, the University will have increased ability to plan for events and meet emergency needs as they arise, placing the responsibility for evacuation of campus traffic with parking event staff and clearing the way for university security and Boise Police to handle emergency situations.

- Presently, some of the work and maintenance provided to academic departments and others on campus by FOAM is funded by the units receiving the work. In the future most of this work will be funded centrally with occupancy funds. As a result, the red tape associated with these activities can be greatly reduced and FOAM will be able to respond much more quickly and flexibly to the needs of departments. In addition, there will be a reduction in outlay of funds from academic and administrative units of approximately $840,000 between FY13 and FY15.

- FOAM will be restructured into a zoned maintenance operation, which is the model used by several peer institutions. The new model moves the operation from reactive to proactive and will provide long term cost savings through more efficient services.

- In order to increase productivity and efficiency of the Contracts Program under General Counsel a Contracts Officer will be hired, allowing for expansion of intellectual property management.
Division of Finance and Administration

The administrative and support programs of the Division of Finance and Administration are organized as depicted in following diagram.

Key context, challenges, and overarching themes:

Five themes emerged from the analysis of divisional programs:

- Program Prioritization reaffirmed the benefits the University would gain were it to achieve administrative independence from, and/or flexibility for certain processes required by, various State agencies because many of these processes are manual and duplicative, do not result in operating or financial improvements and in some cases are outdated and inflexible.
- Federal and state compliance requirements have a major impact on the function of the division; in fact, forty-nine percent of programs within the division were created for the purpose of maintaining compliance. Although there is often an inverse relationship between regulation (compliance) and efficiency, our compliance efforts are continually scrutinized to avoid inserting unnecessary processes when implementing compliance improvements. Note that many of the divisional compliance functions share responsibilities with the Office of Institutional Compliance in the Division of Campus Operations and General Counsel.
- Taking a cross-divisional view of business process and administrative systems will produce improvements and efficiencies of a magnitude not otherwise attainable.
- Program Prioritization identified a number of opportunities for cross-divisional consolidation of services, such as support for research computing and classroom technology.
- Major upgrades to the PeopleSoft enterprise systems will enable a substantial number of business process improvements, resulting in greatly improved administrative efficiency and effectiveness of business processes and systems for campus end users.
- Program Prioritization provided the opportunity to reexamine, refine, and strengthen the metrics used by each of our programs to assess effectiveness and efficiency.
Quintiles
Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XV.

<table>
<thead>
<tr>
<th>Quintile assignments</th>
<th>Total Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Second</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
</tr>
</tbody>
</table>

Percent in quintile

Boise State Tickets will be merged into Treasury Services and its director position eliminated. In addition, the program will narrow its focus to on-campus ticketing services unrelated to athletics or the entertainment venues. Taco Bell Arena, the Morrison Center and Athletics will outsource ticketing and manage their own operations and customer service activities.

Early in Program Prioritization a new administrative unit was formed: Systems and Process Improvement. It is comprised of Finance Special Projects, Finance Systems, and Student Financials Systems, and is responsible for leveraging technology improvements to improve services, including identifying and implementing process efficiencies, improving understanding and awareness of policies and procedures and providing data analysis and monitoring to be used by management. Their primary responsibility is to maximize our investment in administrative systems and relieve administrative burdens and redundancies campus-wide.

Student Financials was moved from the Controller to Treasury Services to take advantage of Treasury’s cash management expertise, strengthen payment card industry standards compliance, and coordinate accounts receivable to better manage cash flow and collections. The merging of these operations will provide for more responsive and efficient processes when managing the large volume of revenues and transactions that flow through the various systems.

Human Resources Processing was recently combined with Payroll Services under a single manager to ensure standardization of data entry, in order to better support federal research effort reporting issues and leverage improvements from the revamping of PeopleSoft.

Research Computing will centralize services for support of cyber infrastructure for research to maximize support to researchers. A central model of support is the emerging trend in higher education research-intensive institutions. The University is investing $132,500 to hire a research computing professional to provide greater support for research activity, including data analysis, visualization, and GIS support.
Reports to the Office of the President

The programs reporting to the Office of the President are organized as depicted in following diagram.

![Diagram of Reports to the Office of the President]

Key context, challenges, and overarching themes:

Three themes emerged from the analysis of divisional programs:

- The majority of programs in this umbrella have strong customer service functions and ties to the brand and image of the University. Therefore, reallocations, investments, and structural realignments will increase the quality in several areas and result in enhanced reputation and constituent relations.
- Program Prioritization identified a number of opportunities for cross-divisional consolidation of operations, such as facilities maintenance, gift processing, and news programming.
- Maintaining up-to-date facilities and equipment is a costly challenge for several programs.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XVI.

<table>
<thead>
<tr>
<th>Quintile assignments</th>
<th>Total Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>5</td>
</tr>
<tr>
<td>Second</td>
<td>4</td>
</tr>
<tr>
<td>Third</td>
<td>3</td>
</tr>
<tr>
<td>Fourth</td>
<td>2</td>
</tr>
<tr>
<td>Fifth</td>
<td>3</td>
</tr>
<tr>
<td># of programs in quintile</td>
<td>17</td>
</tr>
<tr>
<td>% of total in quintile</td>
<td>30% 23% 18% 11% 18%</td>
</tr>
</tbody>
</table>

Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization:

- Campus partnerships in facilities operations and event management will be developed to improve efficiency and effectiveness of facilities operations in athletics and result in savings and potentially increased revenue to the overall athletic program.
- Centralization and consolidation of gift processing at Boise State Radio with the rest of campus will result in reduced administrative functions and allow reallocation of staff time to fundraising.
• The associate director for government relations position will be redefined to serve more critical needs in community relations.
• Transfer of university policy management from the President’s Office to the General Counsel’s office will create synergy with functions already assigned to the General Counsel’s office related to policy interpretation and compliance.
• A new investment in a shared position focused on journalism education will enhance the curriculum offered to students majoring in Communications, and will contribute to the news services and programming provided by Boise State Public Radio.
• Transfer of two programs currently outside of this umbrella – the sign shop and the print shop – to the division of Communications and Marketing will enhance their ability to manage and service the brand expectations of the university and needs of divisions across campus.
• Investments in additional staff and resources will enhance the quality and productivity of the division of Communications and Marketing and ensure that web and audio/visual services remain strong.
• Internal reallocations to support increased travel, training and an increase in staff will further strengthen already strong compliance and business functions in the Department of Athletics.
Division of Research and Economic Development

The programs of the Division of Research and Economic Development are organized as depicted in following diagram.

![Diagram of Division of Research and Economic Development]

Key context, challenges, and overarching themes:

Four themes emerged from the analysis of divisional programs:

- Each office in the division is understaffed in comparison to peer institutions. The mission and strategic plan of the University calls for continued growth in research. Our continued success in that realm (as evidenced by a doubling of research expenditures over the last several years) will require new resources as well as a more efficient use of existing resources.
- A sustained assessment program is needed in all units of the division to provide information needed for improvement, in order to ensure high-quality customer service.
- Better interoffice coordination and communication will increase divisional effectiveness and efficiency.
- Process improvements in the area of agreements and contracting are needed.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XVII.

<table>
<thead>
<tr>
<th># of programs in quintile</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Total Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td># of programs in quintile</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>% of total in quintile</td>
<td>16.7%</td>
<td>16.7%</td>
<td>33.3%</td>
<td>16.7%</td>
<td>16.7%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Three programs underwent initial evaluation but were not placed into quintiles and are not included in the table above: The CAES Energy Efficiency Research Initiative and the Energy Policy Institute will be included in the next round of evaluation of Centers and Institutes. The Venture College is too new to have sufficient data to provide a robust evaluation.
Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization:

- The Story Initiative will be eliminated as a stand-alone initiative and will move to the Arts and Humanities Institute. Funds associated with the director position will be reallocated.
- The Office of Technology Transfer has improved efficiencies, enabling reallocation of one FTE.
- The division office will receive one reallocated FTE to support economic development activities.
- The division office will receive two additional FTE to serve as project coordinators in research development and grant writing. One FTE will be reallocated (from above) and the second will result from a University allocation during the FY2015 budgeting process.
Division of Student Affairs

The administrative and support programs of the Division of Student Affairs are organized as depicted in following diagram.

Key context, challenges, and overarching themes:

- Many of the units in the division have direct interactions with students and, consequently, have substantial influence on how students perceive the university. Therefore, it is important that units of the division pay particular attention to the quality of service provided to students.

- Program Prioritization identified a number of opportunities for cross-divisional coordination and/or consolidation of operations, such as facilities maintenance. For example, Student Affairs is investigating a potential restructuring of facilities maintenance, custodial, and conference service functions for its auxiliary units to align with those in the Division of Campus Operations and General Counsel and Intercollegiate Athletics.

- A number of very strong cross-dependencies exist between programs in the division and those in the Division of Academic Affairs. In a number of cases, effectiveness of programs will depend on the strength of collaborative relationships.

- Many of the programs in the division have a strong history in assessing program effectiveness. Program Prioritization provided the opportunity to build on that foundation and to develop assessment structures where they did not yet exist.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XIII.

| Table XIII. Quintile Assignments in the Division of Student Affairs |
|---------------------------------------------------------------|------------------|----------------|----------------|----------------|----------------|
| Quintile assignments | Total Evaluated |
|---------------------|-----------------|----------------|----------------|----------------|----------------|
| Number of programs in quintile | 9 | 16 | 12 | 12 | 10 | 59 |
| Percent of total in quintile | 15.3% | 27.1% | 20.3% | 20.3% | 16.9% |
Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization:

- Move University Health Services from the Division of Student Affairs to the College of Health Sciences, in order to align with the college’s academic programs and create teaching and research clinic opportunities. This will enable students to gain additional exposure to real world instructional situations, and faculty members will be able to augment their instruction and research through actual practice within their professions.

- Consolidate International Student Services with Multicultural Student Services, in order to improve service to students by providing stronger leadership and a shift in focus from awareness programs to retention activities.

- In order to increase effectiveness in the delivery of scholarship funds to students: (i) realign personnel to create a position with strategic oversight of scholarships; and (ii) invest in a software package that will provide better management of funds and increase efficiency of delivery.

- Reorganize and repurpose the IT support unit entitled “Campus Community” by moving PeopleSoft support functions to the Office of Information Technology and data support and analysis to the Office of Enrollment Services.

- Strategically use facilities and assignment of office space to co-locate student service units, e.g., Disability Resource Center with Veteran’s Service, in order to increase administrative efficiencies, improve access, and enhance opportunities for training to meet the changing needs of students.
Division of University Advancement

The programs of the Division of University Advancement are organized as depicted in following diagram. Note that the University Foundation and the Division of University Advancement are connected via a Memorandum of Agreement and a shared mission, but not by formal reporting lines.

Key context, challenges, and overarching themes:

Three themes emerged from the analysis of divisional programs:

- Benchmarking against national studies consistently shows that fundraising and related donor and alumni functions at Boise State are under-budgeted, under-staffed, and have a higher return on investment than similar universities. This highlights a tremendous opportunity cost. Two specific areas understaffed are gift officers and research staff.
- The division routinely gathers and reports multiple types of data, analysis, and benchmarking information to a variety of agencies. However, Program Prioritization revealed that the division does not make optimal use of that data to support decision making or to improve understanding of the division’s contribution to academics.
- The results of Program Prioritization were consistent with recent consultant reports, business process reviews, and the proposed philanthropy growth plan.
- A number of opportunities exist to make use of social media and other electronic communication strategies to increase donor responsiveness and better connect with alumni.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XIX.

<table>
<thead>
<tr>
<th>Table XIX. Quintile Assignments in the Division of University Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quintile assignments</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>First</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Third</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Fifth</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td># of programs in quintile</td>
</tr>
<tr>
<td>Percent of total in quintile</td>
</tr>
<tr>
<td>25.0%</td>
</tr>
<tr>
<td>25.0%</td>
</tr>
<tr>
<td>16.7%</td>
</tr>
</tbody>
</table>
Examples of Planned Actions

The following are examples of actions planned to occur as a result of Program Prioritization. The redistribution and investment of approximately $500,000 is estimated to yield an increase in annual income of more than $7 million.

- Dissolve an associate vice president position and reallocate resources to other functions.
- Invest reallocated funds in additional research and analytic capacity, especially in the area of data mining, in order to increase the number of identified potential donors and the productivity of gift officers.
- Invest reallocated and new university funds in the hiring of four additional gift officers over three years to increase overall productivity of the division. Distribute gift officers according to college prospect pool-giving capacity and periodically measure and report the return on investment in these positions.
- Implement findings of surveys of Boise State Alumni attitudes to guide alumni programming, communication, and annual giving strategies.
- Broaden responsibilities of the Foundation Chief Operating Officer to include those of Chief Investment Officer, in order to save consultant fees. Transition the Foundation from an actively managed fund to a passive index fund, in order to save annual investment fees.
Division of Academic Affairs

The administrative and support programs of the Division of Academic Affairs that were evaluated during Program Prioritization are organized as depicted in the following diagram.

![Diagram of Division of Academic Affairs]

**Key context, challenges, and overarching themes:**

Five themes emerged from the analysis of divisional programs:

- Many programs have strong interdependence with programs in other divisions. Cross-divisional initiatives and processes are challenging and require substantial collaboration among individuals that do not share reporting lines.
- Several programs have a strong connection to students, and will therefore color student perceptions of the university and affect student success. Several such programs are substantially under-resourced compared to peer institutions.
- Program Prioritization reinforced the centrality and importance of our Foundational Studies Program for undergraduate majors.

**Quintiles**

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XX.

<table>
<thead>
<tr>
<th>Quintile Assignments in the Administrative and Support Programs of the Division of Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quintile assignments</td>
</tr>
<tr>
<td># of programs in quintile</td>
</tr>
<tr>
<td>% of total in quintile</td>
</tr>
<tr>
<td>Total Evaluated</td>
</tr>
</tbody>
</table>

**Examples of Planned Actions**

The following are examples of actions planned to occur as a result of Program Prioritization:

- The Office of Academic Technologies will be restructured into two new units: (i) a Learning Technologies Solutions unit within the Office of Information Technology will focus on providing leading-edge technological infrastructure to support learning; and (ii) a unit within the Center for Teaching and Learning will focus on design of courses with the intentional incorporation of technology.
- Resources will be reallocated from the Meridian Center and relatively low-demand regional sites at Gowen Field and Mountain Home to staff (i) degree completion programs
housed at the College of Western Idaho and (ii) AfterWork programs that serve non-traditional students.

- Albertson Library will: (i) eliminate an associate dean position and reallocate the resources to library content; and (ii) make shifts in subscription and changes to purchasing policy that enable the reallocation of $183k to other library content.
- The Graduate College will restructure its front office and thesis/dissertation staff to improve operations with the use of funds reallocated from retirement salary savings and operating expense.
- Service Learning, International Learning, and Student Research will be co-located and integrated to align the applied learning opportunities with the university learning outcomes; streamline the in-take, orientation, reflection and assessment process for students and partners; and enhance faculty development in these areas.
Centers and Institutes  
(Divisions of Academic Affairs and Research & Economic Development)

Key context, challenges, and overarching themes:

- Evaluation of Centers and Institutes was well underway before Program Prioritization was initiated. Fortunately, it was reasonable to modify the Centers and Institutes evaluation process to mesh with Program Prioritization.

- A number of Centers and Institutes operate on very small budgets and could have considerably greater impact with additional investment in infrastructural support. Program Prioritization has provided information that will help the university to prioritize such investments.

Quintiles

Program Prioritization resulted in assignment of programs into quintiles as depicted in Table XXI.

<table>
<thead>
<tr>
<th>Table XXI. Quintile Assignments of the Centers and Institutes of the University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quintile assignments</td>
</tr>
<tr>
<td># of programs in quintile</td>
</tr>
<tr>
<td>Percent of total in quintile</td>
</tr>
</tbody>
</table>

Note: Eight additional centers, institutes, core facilities, and laboratories were initially evaluated, but were deemed to not be true centers or institutes as defined by BSU Policy 5000. Instead these entities are, for example, service centers, and instructional support units. Several were evaluated in other parts of this report.

Categories of Planned Actions

- **First Quintile**: In general, these programs are doing very well. No actions are required, but improvements and/or expansions were suggested, where appropriate.

- **Second Quintile**: In general, these programs are also doing well, but suggestions made by the review committee were more substantial. Examples of suggested changes include: (i) strengthen the relationship between a Center and the associated academic department to ensure value is added; (ii) Increase student involvement; and (iii) involve a broader community of faculty.

- **Third Quintile**: Programs in this quintile are required to submit a new business plan within one year to ensure financial viability.

- **Fourth Quintile**: Programs in this quintile are required to provide a new business plan within one year to ensure financial viability. In addition, each program is required to develop a new strategy to increase the impact of the Center/Institute. Examples of issues raised are: (i) a need to substantially increase involvement of faculty from a variety of disciplines; and (ii) a need to broaden extramural grant support.

- **Fifth Quintile**: Programs in the fifth quintile are required to be substantially improved or they will be discontinued.
Sustaining the Process, Lessons Learned, and Next Steps

In many ways, Program Prioritization is not new to Boise State University. Many programs undergo regular and rigorous evaluation. Programs are discontinued if they are undersubscribed and new programs are created to serve identified needs in the community. Programs and departments are reorganized as needed to improve operations and implement efficiencies.

That said, we can always do more. We used Program Prioritization as an opportunity to scrutinize all operations, structures, and programs together in a systematic fashion, in order to identify ways to improve them and realign resources. Now that the year-long process has come to a close, we will make every attempt to sustain the benefits of systematic assessment.

Aspects of the process especially relevant to its long-term sustainability:

- For the first time ever, all programs were put on the table and evaluated at the same time. This model of evaluation enabled us to make comparisons among programs and require substantial changes from a significant proportion of them.

- We have identified metrics for evaluating the efficiency and effectiveness of all administrative and support programs. For some programs, well-established metrics were further refined for use in Program Prioritization. For others, Program Prioritization required that metrics be developed for the first time. The next step is to ensure that all metrics are effective and robust.

- We refined metrics for academic departments and instructional programs and used them as a basis for requiring action. The next step is to further refine the metrics and focus on those that are the most meaningful and robust.

- Although Program Prioritization focused on individual programs, the process brought to light opportunities that involve multiple programs.
  - We made significant changes to organizational structure, in some cases involving cross-divisional shifts of programs and/or responsibilities. The next step is to institutionalize the process for periodically examining organizational structure for the purpose of maximizing the effectiveness and efficiency of the University.
  - There are a number of strong interdependencies among programs that reside within different reporting structures, highlighting the need to ensure collaboration among those programs.
  - There are a number of duplicative functions, for example, several facilities maintenance and IT support operations on campus, indicating the need to research additional opportunities for consolidation.

- Because the process focused on individual programs, it was not explicitly tied to campus-wide issues such as diversity and campus climate. We must continue to develop initiatives in those realms, in addition to the work associated with Program Prioritization.

In the sections that follow we describe four areas in which we must focus our activity, in order to ensure the long-term sustainability of the benefits gained from Program Prioritization.
1. Follow-up on Implementation of Program Prioritization Action Plans

As a way of tracking implementation of the actions outlined in divisional reports to the President, each division will create a checklist of key actions proposed for each program, categorized by (i) reorganization, (ii) improvement, and (iii) resource investment/savings. Each action will have a time-frame ascribed to it. The Office of the President will evaluate progress on implementation as part of the yearly evaluation of each Vice President. The checklists will provide a mechanism to communicate to the campus community the changes brought about by Program Prioritization and ensure that actions are taken.

2. Enhance Our Analytic Capability

Key to our making the most of Program Prioritization will be the expansion of all aspects of our capability to analyze and make use of data on unit and organizational performance.

Refinement and Finalization of Metrics

First, we must refine and finalize the assessment metrics to be used going forward. As we do so we will pay attention to a quote attributed to Albert Einstein, “Not all that counts can be counted; not all that can be counted counts.” That is, we will not use a metric merely because it is convenient and easily measured, rather it must effectively measure the targeted criterion.

As required by NWCCU accreditation, we have developed key performance indicators (KPIs) to assess university-wide performance in terms of our four core themes: undergraduate education, graduate education, research and creative activity, and community engagement. And we have developed KPIs to assess our progress in meeting the goals of our strategic plan, Focus on Effectiveness 2012-17, as well as our Strategic Enrollment plan. As a next step, we will ensure that the three sets of KPIs are consistent where it makes sense. More importantly, we will carefully evaluate the KPIs to ensure they are effective indicators of success.

Refinement and finalization of metrics for academic departments, instructional programs, administrative and support programs are discussed below.

Data Integrity and Quality

Each of the elements above (metrics, reports, and analytical tools) is only valuable if the underlying data is accurate and consistent. Two broad strategies are underway in this realm.

First, data held within core systems is presently being scrutinized, and in some cases converted to new structures, in order to provide a better foundational base for reporting. Examples of improvements from projects underway include:

- The revised core configuration within the Human Resource PeopleSoft system will address consistency of data elements. Data is being scrubbed and converted to eliminate errors. For example, should a student employee who teaches be counted as an adjunct instructor or a student?
- A data dictionary for end users will facilitate understanding of which data elements will provide the information required to develop metrics or answer questions correctly.
• Processes are under development that will eliminate manual interpretation and data entry in the Human Resource system, thereby improving data accuracy.
• An analysis of the current chart of accounts is addressing the evolving complexity of the University. As the organization moves from a traditional “siloed” hierarchy to a more collaborative cross-divisional operation, data must be easily accessible to facilitate analyses. Security structures must still allow diverse views into the data.

Second, the University has recently created a Data Quality Council that has the charge, “To improve data quality and promote consistency in the definition and use of data at Boise State University.” The Council will: (i) identify data quality issues that hinder accurate and consistent data applications; (ii) define clear and commonly-used structures, models, definitions, and processes to support coordination and collaboration, effective decision-support, and efficient use of University resources around data quality; (iii) provide guidance and recommendations concerning our institutional data needs, including how we identify and capture data elements; and (iv) ensure access to data needed by various units at the University.

**Reporting the Data**

We will increase the availability and utility of metrics in several ways. First, we will create a series of dashboards to increase the visibility of our university-wide KPIs, in order to better inform the public and campus community of our progress and performance. The KPIs will, by definition, constitute our “official reporting,” helping with consistency of data definitions and vertical alignment from high level KPIs to unit performance.

Second, we will standardize periodic reporting to ensure that units are gathering appropriate data for their metrics and fully understand which metrics are focused on what criteria when measuring performance.

An important consideration for all metrics is ensuring the availability of data needed to evaluate programs. For all academic departments, instructional programs, and many administrative and support units, the data warehouse will be key, and we must ensure that (i) the appropriate data is extracted from PeopleSoft, (ii) other non-PeopleSoft data sources are pulled into the data warehouse, and (iii) the reports created to make the data available are accurate and useful.

**Development of Tools and Operational Reports**

The importance of enhancing our analytic capacity is greater than simply measuring our performance: it will increase effectiveness by supporting operations and decision making.

Development of specific analytic tools, each consisting of a set of interrelated reports and analyses, will help us to focus on and solve particular challenges. For example, this spring we are developing several analytic tools focused on increasing student success. Additional analytic tools are required to maximize the efficiency of course offerings and reduce the impact of bottleneck courses.

Enhancement of operational reporting will increase the effectiveness of our units. Reports must provide accurate and timely data in a form that is understandable and user-friendly.
Data to Information to Insight

As important as ensuring easy access to accurate data is ensuring that the data is used wisely. Thus, we will focus on building knowledge from data, increasing understanding of the meaning of data, drawing appropriate conclusions, and advancing a culture of data-informed decision making.

3. Enhance Evaluation of Instructional Programs and Academic Departments

Refinement of Metrics

During the next year, refinement and finalization of metrics for academic departments and programs will focus on ensuring: (i) the utility of the metrics in accurately evaluating the relevance, quality, productivity, and efficiency of departments/programs; (ii) the alignment of metrics across instructional programs, departments, colleges, and university; and (iii) the quality of the data being used for each metric.

Enhanced Assessment of Learning Outcomes

Key to ensuring the quality of our instructional programs is the use of a rigorous process of assessment of expected learning outcomes, in order to improve program quality and student learning. It is important to note that the assessment of learning outcomes is a primary focus of regional accreditation. At Boise State, two sets of learning outcomes must be assessed:

- University Learning Outcomes (ULOs) fall into the following categories: written and oral communication (ULOs 1-2); critical inquiry, innovation, and teamwork (ULOs 3-4); civic and ethical foundations (ULOs 5-6); and disciplinary specific learning outcomes (ULOs 7-11). Students are expected to achieve these outcomes through coursework in the Foundational Studies Program, and through coursework and activities in the major, as well as co-curricular activities.
- Program Learning Outcomes (PLOs) are defined by individual instructional programs as the set of skills and knowledge that should have been mastered by a graduate of the program.

The University is in the midst of implementing an ePortfolio program using the software package “Digication,” which will provide a structure for assessing ULOs and PLOs. ePortfolios enable students to show instructors, employers, graduate schools, and other students the knowledge and expertise attained. They are creative, powerful, and flexible digital tools that provide showcases of students' coursework, activities, and ideas and that encourage students to curate artifacts of their learning and reflect on these activities.

Creation and Discontinuation of Instructional Programs

The following actions will help ensure that instructional programs are relevant, high quality, productive, and efficient, discontinuing (or reinventing) those that are not.

- A new College of Innovation and Design will serve a key role in creating new academic programs that are relevant to the needs of society and our students. Often, the needs of society evolve more quickly than change can occur within a specific discipline. The
college will breach the constraints of individual disciplines by facilitating the creation of transdisciplinary academic programs that pull together knowledge and skills from multiple disciplines. The college has begun its work with an initial Request for Proposals for undergraduate degree programs, certificates, minors, or badges. Twenty-four proposals were received and it is anticipated that several new programs will be developed as a result.

- As part of our Strategic Enrollment Plan, we are in the process of developing methods to identify the instructional programs in which we should invest to fulfill the goals of (i) producing college graduates to help the state achieve the 60% goal of Complete College Idaho and (ii) producing college graduates that fulfill the needs of society. The criteria used include: (i) capacity for additional students; (ii) cost efficiency; (iii) societal need and student demand; and (iv) ability of students to progress to graduation in a timely fashion.
- Thresholds for average annual number of graduates from instructional programs will be established along the lines of those used for flagging programs during Program Prioritization. Instructional programs with a three year running average number of graduates less than the threshold value will be required to take action to increase the number of graduates or be discontinued, unless there is a compelling reason to keep a program that produces relatively few graduates.

**Enhanced Periodic Review Process**

Presently, each academic department is required to go through Periodic Review every five years. The process involves: (i) supplying a wide range of data to the department, including the number of graduates, enrollments, and student survey information; (ii) preparation by the department of a self-study that addresses instructional programs, research, and service; (iii) evaluation of the program by external reviewers; and (iv) preparation of an action plan to address any weaknesses and opportunities identified by the reviewers.

The Periodic Review process will be revised as follows:

- Metrics supplied at the beginning of the process will be expanded, standardized, and coordinated with annual reports supplied to the departments.
- Metrics will be put in the context of (i) other departments at the university and (ii) peers from the Delaware Study, where appropriate.
- Metrics will be subjected to a preliminary self-study analysis by the Provost’s Office to identify specific concerns that need to be addressed in the self-study. Areas of focus of that analysis will include: (i) low progress to graduation; (ii) low student satisfaction with the program and/or faculty, as indicated by surveys; (iii) weak assessment of program expected learning outcomes; (iv) low teaching loads in the context of research/creative activity output; (v) high instructional costs relative to peers; (vi) low number of graduates per faculty member; and (vii) small average class size.
- As part of the self-study, departments will be required to develop action plans to address specific concerns raised by the above analysis. For some areas of concern a more in-depth analysis might be required, such a review of curriculum structure, looking for unnecessary prerequisites or other requirements.
4. Enhance Evaluation of Administrative and Support Programs

Refinement of Metrics

Refinement and finalization of unit-level and department-level metrics for administrative and support programs is a challenge because of the high amount of variation among units in their functions and outputs. As noted earlier, all programs developed metrics. However, an examination of those metrics revealed that some were measures of activity instead of impact. Therefore, during 2014-15 we will undertake a campus-wide evaluation of the set of metrics for each unit to ensure that, taken together, they will enable an outside reviewer to evaluate the overall effectiveness and efficiency of the unit. Metrics will also be evaluated for alignment with, and contribution to, university-wide KPIs.

Continued Implementation of Focus on Effectiveness 2012-17

Goal 5 of the University’s strategic plan reads, “Transform our operations to serve the contemporary mission of the university.” One of the strategic projects developed as part of the implementation of *Focus on Effectiveness* is entitled “Achieve Institutional Effectiveness through Comprehensive and Systematic Assessment” and is described as follows:

> *This project will create a structure to ensure systematic and sustained assessment, at both the unit and university levels, of our effectiveness as an institution. Assessment will be used to improve our performance, understand the impact of those improvements, and to hold ourselves accountable.*

The implementation of this strategic project was purposely delayed until after Program Prioritization was complete. Program Prioritization has provided the foundation for the implementation of this project, which will develop a key method to sustain the benefits we have gained during the process.

As part of finalizing implementation of the “comprehensive and systematic assessment” strategic project, we will undertake the following:

- Refine and finalize unit-level metrics as described above.
- Develop a periodic reporting framework tied to the Annual Planning and Budget Process.
  - Each unit at the university will report on its performance and improvements made during the past year.
  - Each division will provide an evaluation of the performance and improvements reported by each unit in that division.
- Develop a periodic review cycle, similar to that used by academic departments, which will provide each unit with the opportunity to take an in-depth look at its operations and performance. The review will focus on alignment with the university’s mission, contribution to the core themes, unit effectiveness and efficiency, and improvements made.

Another part of the implementation of this strategic project will focus on cross-unit and cross-divisional business processes, functions, and operations. There are two common challenges: (i) too often cross-unit processes affect and have tasks divided among the units, but no one unit owns and is ultimately responsible for ensuring the effectiveness and efficiency of the entire
process (ii) there is often insufficient bandwidth in existing units to engage in all that is required for process improvement. Two examples illustrate how our work at the cross-unit level will occur.

- We will use the new Systems and Process Improvement (S&PI) unit recently formed in the Division of Finance and Administration as a model for facilitating process improvement in other divisions. S&PI functions by: (i) doing much of the legwork required to enable process improvement, including identification of processes in need of improvement, analysis of relevant policies and procedures, and providing data analysis and monitoring; and (ii) bringing together key individuals to work through the existing process and design improvements.

- Another of our strategic projects, “Strengthening the Structure and Operations of Academic Departments,” involves partnership primarily between the Divisions of Academic Affairs and Finance and Administration. A consultant’s report has identified a number of actions that would greatly increase the effectiveness of academic departments by (i) restructuring the support staff within departments and colleges, and (ii) increasing the leadership role of department chairs.

Regional Accreditation

The new standards for regional accreditation by the Northwest Commission on Colleges and Universities focus on providing evidence of mission fulfillment. Each university is required to develop a set of core themes that elaborate on a key aspect of the mission; Boise State’s core themes are Undergraduate Education, Graduate Education, Research and Creative Activity, and Community Commitment. This process requires institutions to develop an assessment structure that demonstrates institution-level performance relative to the university mission, and unit-level effectiveness and alignment with that mission.

Two NWCCU standards give guidance.

The overall description for Standard Two: Resources and Capacity reads:

*By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.*

The 89 specific elements of Standard 2 each address a specific aspect of the resources and capacity of the university. In some cases the element requires a specific action for compliance, but in many cases the element specifically addresses the effectiveness of a particular unit or set of units at the university in helping the university accomplish its mission. The following element demonstrates this sort of language.

*2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program*
requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

This and other elements specifically require that units within the university have working systems to evaluate their effectiveness.

Standard Four (Effectiveness and Improvement) provides guidance on a broader scale, requiring the institution to “regularly and systematically [collect] data related to clearly defined indicators of achievement, [analyze] those data, and [formulate] evidence-based evaluations of the achievement of core theme objectives.” The following elements of Standard Four are particularly relevant:

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2 (first part) The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

These elements require that we create an ongoing, systematic structure for measurement of institutional and unit-level effectiveness, and that we use the resulting information to continue to improve the University.
Appendices: Key Process Documents (following pages)

I. Academic Metrics .......................................................... 46
II. Template and Rubric for Report from Administrative and Support Units ..... 56
III. Template and Rubric for Degree and Graduate Cert Programs ............... 62
IV. Program Assessment Report and Rubric .......................................................... 67
V. Template for Action Plan for Degree and Graduate Cert Programs .......... 70
VI. Templates for Minors, Emphases, Options, Alternate Degrees................. 72
VII. Centers and Institutes Reporting Form ......................................................... 77
Criteria: Five criteria will be used to evaluate programs. The first four (relevance, quality, productivity, and efficiency) will be used for initial categorization. The fifth criterion (opportunity analysis) will be used to inform decisions on specific actions.

- Relevance: Alignment with university mission and strategic plan; essentiality to core functions of the university; demand for program or service; alignment of service with needs.

- Quality: Evidence of success in achieving goals; evidence of assessment and improvement; distinctiveness and reputational impact.

- Productivity: Output or production per investment of time or resources.

- Efficiency: Here defined to reflect the operational effectiveness of the program. For example, for an instructional program, a key component of efficiency is ability of students to progress in a timely manner.

- Opportunity Analysis: A description of enhancements that can be made to address unmet needs and/or better advance the goals of the university.

Weighting: The relative “weight” given to each of the criteria. Weightings are to-be-determined.

Data/Information Sources: Metrics in the tables that follow are in two categories corresponding to the source.

- “Data from IR” will be data provided, in easy to use format, by the Office of Institutional Research. The primary source of that data will be the Data Warehouse. Departments will be given the opportunity to verify that data.

- “Info from Dept” will be information provided by the department, and will consist of (i) qualitative and quantitative information in response to specific prompts (ii) additional information that the department regards relevant, and (iii) contextual information to help ensure that information provided by Institutional Research is interpreted correctly.

Key acronyms: IR: Office of Institutional Research; SCH: Student Credit Hours; FTE: Full time equivalent.
**Scales of Analysis:** Programs will be evaluated at three scales:
- Each emphasis or option, each minor, and each alternate degree (e.g., M.S. and M.Engr.)
- Each degree and certificate program (with all emphases, options, and alternate degrees consolidated within the appropriate degree program).
- Each academic department.

In the process of Program Prioritization, “Programs” should be defined in a way that facilitates the assessment and improvement of discrete university functions or activities. The three scales of analysis listed above are appropriate for academic departments. For each scale, deans will compare and make action-oriented decisions using a different set of metrics. There is substantial overlap in the functionality of those three scales; consequently, the analyses and subsequent actions will also overlap. In particular, degree/certificate program metrics roll up to constitute one of six components of department function. Those elements are: (i) offering of degree & certificate programs, (ii) other instructional activity, e.g., Disciplinary Lens courses and service courses for other departments, (iii) research and creative activity, (iv) service and community outreach, (v) advising and graduation success, and (vi) department administrative structure and support.

---

**Emphasis & Minor Scale Metrics: Applied to each emphasis, options, minor, and alternate degree (e.g., M.S. vs. M.Engr.).**

Note: Some emphases and options are distinct enough from other program components and popular enough that they are candidates for becoming separate degree programs. Those emphases/options should be evaluated using “instructional program scale metrics” below.

<table>
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<th>Relevance</th>
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<tr>
<td>Deg/Cert program info from Dept:</td>
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<tr>
<td>• Description of how the program meets needs of students, community, etc.</td>
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<tr>
<td>Deg/Cert program info from Dept:</td>
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<tr>
<td>• Description of program distinctiveness and of impact on university reputation</td>
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<tr>
<td>Deg/Cert program data from IR:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• # of graduates per year</td>
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<tr>
<td>Deg/Cert program info from Dept:</td>
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<tr>
<td>• Which courses required by the emphasis/minor are required by only that emphasis/minor? (Note #1)</td>
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**Opportunity Analysis:** What changes could be made to increase impact? Examples:
- Proposal to enhance, restructure, reduce, reorient, consolidate, reinvent, or phase out a program to produce more overall impact.
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<th>Relevance</th>
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<tr>
<td><strong>Degr/Cert program data from IR:</strong></td>
<td><strong>Degr/Cert program data from IR:</strong></td>
<td><strong>Degr/Cert program data from IR:</strong></td>
<td><strong>Degr/Cert program data from IR:</strong></td>
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<tr>
<td>• # of juniors and seniors as measure of student demand</td>
<td>• Graduating Student Survey (Note #6) dept-level results regarding: (i) preparation for employment &amp; continued education and (ii) contributions to civic engagement (Note #4)</td>
<td>• # of graduates per year</td>
<td>• Annual baccalaureate graduates per FTE of juniors + seniors</td>
</tr>
<tr>
<td>• Alumni survey (Note #2) dept-level results regarding: (i) preparation for employment &amp; continued education and (ii) contributions to civic engagement (Note #4)</td>
<td>• Alumni survey dept-level results regarding satisfaction with major (Note #3) and (ii) perceptions re: faculty (Note #8)</td>
<td>• As appropriate: self-support program performance information: $ per credit cost, total income, total expenses</td>
<td>• Average total credits at graduation for baccalaureate graduates (Note #10)</td>
</tr>
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<td><strong>Degr/Cert program info from Dept:</strong></td>
<td><strong>Degr/Cert program info from Dept:</strong></td>
<td><strong>Degr/Cert program info from Dept:</strong></td>
<td><strong>Degr/Cert program info from Dept:</strong></td>
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<tr>
<td>• Context for # of majors if program is selective</td>
<td>• Evidence of student achievement of program learning goals</td>
<td>• Evidence of success of and specific demand for graduates, as available, e.g., market data; community &amp; national demand; job placement rates; relevance of job to degree</td>
<td>• Additional considerations &amp; context</td>
</tr>
<tr>
<td>• Description and evidence regarding contribution of program to university mission, core themes, and strategic plan (Note #5)</td>
<td>• Quality of program learning goal assessment structure and process</td>
<td>• Use of assessment results for curricular and pedagogical innovation and improvement</td>
<td>• As appropriate: self-support program performance information: $ per credit cost, total income, total expenses</td>
</tr>
<tr>
<td>• Evidence of changes made to meet needs of students, community, etc., e.g., relevance to national trends, use of advisory board, etc.</td>
<td>• Use of assessment results for curricular and pedagogical innovation and improvement</td>
<td>• Description of program distinctiveness and of impact on university reputation</td>
<td>• Time to degree and attrition from program (doctoral programs only) (Note #11)</td>
</tr>
<tr>
<td>• Evidence of success of and specific demand for graduates, as available, e.g., market data; community &amp; national demand; job placement rates; relevance of job to degree</td>
<td>• Additional considerations &amp; context</td>
<td>• Additional considerations &amp; context</td>
<td><strong>Degr/Cert program info from Dept:</strong></td>
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<td>• Additional considerations &amp; context (see note)</td>
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<td>• Additional considerations &amp; context</td>
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**Opportunity Analysis:** What changes could be made to increase impact? Examples:
- Proposal to facilitate timely graduation of students, e.g., by streamlining curriculum, reducing bottlenecks, etc.
- Proposal to enhance quality and/or relevance and/or productivity and/or efficiency of program.
- Proposal to enhance, reduce, restructure, or phase out a program to produce more overall impact and/or to simplify student programmatic choices.
## Department Scale Metrics for Six Components

### Department Component 1: Rolled-up Metrics from Degree & Certificate Programs

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<tbody>
<tr>
<td>“Instructional Program Scale Metrics” (see above) rolled up from all degree &amp; certificate programs offered</td>
<td>“Instructional Program Scale Metrics” (see above) rolled up from all degree &amp; certificate programs offered</td>
<td>“Instructional Program Scale Metrics” (see above) rolled up from all degree &amp; certificate programs offered</td>
<td>“Instructional Program Scale Metrics” (see above) rolled up from all degree &amp; certificate programs offered</td>
</tr>
</tbody>
</table>
| Additional Dept-level data from IR:  
  - Retention of juniors in the department’s programs (Note #12) | Additional Dept-level data from IR:  
  - Graduates per year per instructional cost (all sources)  
  - Graduates per year per faculty FTE  
  - # of upper division majors per faculty FTE  
  - # of upper division majors per instructional cost (all sources) | Additional Dept-level data from IR:  
  - Changes for greater productivity & evidence of impact (Note #13)  
  - Additional considerations & context | Additional Dept-level data from IR:  
  - Graduating Student Survey results re: (i) redundancy of courses (Note #14) and (ii) offering of courses at appropriate times (Note #15)  
  - % of upper division and graduate courses with below-threshold headcount (Note #16) |
| Information from Department  
  - Additional considerations & context | Information from Department  
  - Additional considerations & context | Information from Department  
  - Additional considerations & context | Information from Department  
  - Additional considerations & context |

### Dept Component 2: Instructional activity beyond Degree & Cert Programs (e.g., DL, courses for other majors), & total instructional activity

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<th>Efficiency</th>
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</table>
| Data from IR:  
  - Coursework demand for service courses: non-DL student credit hours (SCH) taken by students in other majors  
  - Demand for DL courses by students in other majors: SCH | Data from IR:  
  - Undergrad teaching: proportion by full-time faculty as a % of peers (Delaware [Note #17] [Note #18])  
  - Evidence of teaching effectiveness and commitment to teaching improvement  
  - Evidence of actions to improve non-degree instructional activity, for example, increased pass rates.  
  - Additional considerations & context | Data from IR:  
  - Student Credit Hours per instructional cost as a % of peers (Delaware [Note #19])  
  - Student Credit Hours per faculty (including adjunct) FTE (Note #20)  
  - Teaching load of tenured/tenure-track faculty relative to national peers (Delaware) | Information from Department  
  - Description of methods to assess need and to supply necessary capacity for non-majors courses.  
  - Improvements/innovations, additional considerations, & context |
| Information from Department:  
  - Improvements/innovations, additional considerations, & context | Information from Department:  
  - Additional considerations & context | Information from Department:  
  - Additional considerations & context | Information from Department:  
  - Additional considerations & context |
### Department Component 3: Elements related to Research and Creative Activity

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<th>Relevance</th>
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<td><strong>Information from Department:</strong></td>
<td><strong>Information from Department:</strong></td>
<td><strong>Data from IR:</strong></td>
<td><strong>Information from Department</strong></td>
</tr>
<tr>
<td>- Contribution of research &amp; creative activity to University mission, core themes, and strategic plan</td>
<td>- Distinctiveness and impact on the University’s reputation of research &amp; creative activity</td>
<td>- Research/creative activity per FTE --Research/creative activity per faculty FTE from Digital Measures report (Note #21) --research $ per FTE relative to national peers (Delaware [Note #22]; as relevant)</td>
<td>- Innovations/improvements to facilitate research/creative activity</td>
</tr>
<tr>
<td>- Relevance to national trends &amp; initiatives</td>
<td>- Other indicators of quality, e.g., discussion and interpretation of listing of top journals and venues</td>
<td>- Measure of interdepartmental collaborations in research and creative activity (Note #23)</td>
<td>- Evidence of efficient use of resources, e.g., collaborations and shared access to equipment and facilities</td>
</tr>
<tr>
<td>- Strategic changes/improvements made re: departmental research/creative activity</td>
<td>- Improvements/innovations, additional considerations, &amp; context</td>
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<td>- Additional considerations &amp; context</td>
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<td>- Additional considerations &amp; context</td>
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### Department Component 4: Community Outreach and Service

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<td><strong>Information from Department:</strong></td>
<td><strong>Information from Department:</strong></td>
<td><strong>Data from IR:</strong></td>
<td><strong>Information from Department</strong></td>
</tr>
<tr>
<td>- Contribution of service/outreach to University mission, core themes, and strategic plan.</td>
<td>- Distinctiveness and reputational impact of community partnerships and outreach</td>
<td>- Community service per FTE from Digital Measures report</td>
<td>- Improvements/innovations, additional considerations,&amp; context</td>
</tr>
<tr>
<td>- Description of five most impactful community partnerships (Note #24)</td>
<td>- Evidence of actions to improve community outreach and service of the department</td>
<td>- University service per FTE from Digital Measures report</td>
<td></td>
</tr>
<tr>
<td>- Description of five most impactful outreach/community service activities (Note #25)</td>
<td>- Additional considerations &amp; context</td>
<td>- Professional service per FTE from Digital Measures report</td>
<td></td>
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<tr>
<td>- Description of five most impactful University service contributions</td>
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<tr>
<td>- Description of five most impactful professional service activities</td>
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<tr>
<td>- Improvements/innovations, additional considerations,&amp; context</td>
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### Department Component 5: Elements related to advising, graduation success, alumni connection

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<th>Relevance</th>
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<th>Productivity</th>
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<td><strong>Data from IR:</strong></td>
<td><strong>Data from IR:</strong></td>
<td><strong>Data from IR:</strong></td>
<td><strong>Data from IR:</strong></td>
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<tr>
<td>• Graduating Student Survey results regarding advising effectiveness (Note #26)</td>
<td>• Graduating Student survey results regarding interactions with faculty members and peers (Note #27)</td>
<td>• Graduating Student survey results regarding frequency of meeting with an advisor (Note #28)</td>
<td>• Graduating student survey results regarding delay because of course availability (Note #29)</td>
</tr>
<tr>
<td>Information from Department</td>
<td>Information from Department</td>
<td>Information from Department</td>
<td>Information from Department</td>
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<tr>
<td>• Evidence of engagement of students in discipline-related activities, e.g., internships, research/creative activity, employment, community activity, etc.</td>
<td>• Evidence of value added of advising and student success actions</td>
<td>• Information on connection with alumni such as participation in advisory boards</td>
<td>• Evidence of ease of accessibility of advising information, e.g., weblink, etc.</td>
</tr>
<tr>
<td>• Improvements/innovations, additional considerations, &amp; context</td>
<td>• Evidence of actions to improve advising and other actions related to graduation success.</td>
<td>• Improvements/innovations, additional considerations, &amp; context</td>
<td>• Improvements/innovations, additional considerations, &amp; context</td>
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### Department Scale (continued)

**Opportunity Analysis: What changes could be made to increase impact?**

Examples of potential items to include:

• Proposal to create a new transdisciplinary academic program.
• Identification of barriers to success (in all aspects of department function)
• As reasonable, proposals for solution to those barriers (including, as possible, budget-neutral solutions)
• Proposal for internal shift of resources to produce greater impact
• Proposal for department-level and/or broader scale reorganization/restructuring to increase university impact and/or efficiency.
• Proposal for increased impact with additional investment
Notes:
“Additional considerations & context” and “Improvements/innovations, additional considerations, & context” are prompts for the department to do three things:

- In those cells where information on innovations/improvements is not already sought, the department may describe any key innovations and improvements made that are relevant to that cell (e.g., describe innovations/improvements in the cell focused on relevance of research/creative activity).
- The department should provide context for data provided by Institutional Research so as to prevent misinterpretation of the data by individuals unfamiliar with the context of the department. A very simple example would be to note that a paucity of graduates is the result of the newness of a program.
- It is impossible to list in this document every possible type of evidence a department might bring to bear regarding its relevance, quality, productivity, and efficiency. Departments are encouraged to provide additional evidence such as surveys conducted by the department, benchmark data specific to the discipline, information from professional accreditation reviews, and description of impacts on particular student populations (e.g., underrepresented groups), etc.

Note 1: If there are courses that are required only by a particular emphasis/minor, then a department typically must continue to offer those courses if it continues to offer the emphasis/minor. This information will be relevant if there are few graduates from that emphasis/minor and if enrollments in those courses are overly small.

Note 2: The alumni survey has been offered for decades. For the last two administrations of the alumni survey, the response rates have been: 2007-2008 graduates administered in 2009-10 - 42%; 2009-2010 graduates administered in 2011-12 - 54%. The survey is administered every other year to graduates who are one year out. The 2013-14 survey of 2011-12 graduates was sent out in early October, 2013, and results will be available to be used in the process. Graduate students and undergraduates will be reported separately. Results of the survey will only be used when there are sufficient responses to provide relatively reliable information.

Note 3: Responses to the following questions: i) “How well did BSU prepare you for your current employment?” ii) “How well did BSU prepare you for graduate/professional school?” iii) “How often are you using knowledge and skills acquired at BSU in your job?”

Note 4: Responses to the following: “How much did your major/academic department contribute to your current level of engagement in in the following:” “community service or volunteer work;” “involvement in community or civic organizations, church activities, etc.;” “voting in local, state, or national elections;” and “attending arts and cultural events.” Four answers varying from “extensively” to “little or none.” Note that this question was added for the Fall 2013 Alumni Survey only, and so sample sizes may be lower than for other questions.

Note 6: The graduating student survey has been conducted since 1996; the response rates from the last three administrations of the survey are as follows: Fall 10 - SP 11, 52%; Fall 11- SP 12, 42%; Fall 12-SP 13, 39%. Three years of data will be combined to give better sample sizes. Graduate students and undergraduates will be reported separately. Results of the survey will only be used when there are sufficient responses to provide relatively reliable information.

Note 7: Responses to the following questions: i) “How well did BSU prepare you for your current employment?” ii) “How well did BSU prepare you for graduate/professional school?” iii) “How often are you using knowledge and skills acquired at BSU in your job?”

Note 8: Responses to the following two statements: i) “Faculty were outstanding teachers”; ii) “Faculty members were genuinely interested in the welfare of the students.”

Note 9: Responses to the following questions: i) “If you could start over again would you choose the same major at Boise State?” ii) “Would you recommend to current students that they select your major program at Boise State?”

Note 10: Analysis will be limited to students graduating with a single degree/single major and focused on native students (i.e., those that did not transfer).

Note 11: The reason that the attrition and time to degree measure are focused on doctoral programs is that many of our master’s programs are professional programs, such as the MBA, which serve a population that includes many part-time students. Attrition and time to degree are not good measures of programs with substantial numbers of part-time students.

Note 12: Measured as proportion of juniors enrolled in a major at 10th day fall semester who re-enroll the following fall in a major in the same department.

Note 13: Departments have the opportunity to describe innovations/improvements made to increase the productivity/efficiency of their offering of degree programs, and to provide evidence of the success of those efforts. Three potential examples: (i) streamlining of the curriculum to enable student to progress in a timely fashion, thereby reducing the number of credits at graduation and the rate of graduation of those students, (ii) reducing the number of very low enrollment “boutique” classes offered for the major, thereby increasing the efficient use of faculty FTE and increasing the per-FTE number of credits offered and number of graduates, (iii) streamlining the curriculum, while maintaining quality of the program, to enable a department to devote additional FTE to research. Note that innovations/improvements regarding quality and relevance were asked about at the degree/certificate program level.

Note 14: Responses regarding the following statement: “A number of courses covered the same material and were redundant.”

Note 15: Responses regarding the following statement: “Many department courses were not offered at the right time for me.”

Note 16: This measure will quantify the offering, by a department, of courses that are so small that they require an inordinate investment of faculty time for the instructional value of the course. An analogous situation is the use by Extended Studies of enrollment thresholds below which a class does not “make” because there is not enough income from the course to justify its offering. In the case of program prioritization, the thresholds will be lower and will focus on lecture and lab courses, and will exclude classes focused on individual students (e.g., directed research, independent study, private
lessons, etc.). The specific thresholds are yet to be developed; the undergraduate threshold will be higher than the graduate threshold.

Note 17: “The Delaware Study” is the informal title of the “National Study of Instructional Costs and Productivity,” which is administered by the University of Delaware. Additional information can be found at http://www.udel.edu/IR/cost/brochure.html. The study provides national benchmark information on four aspects of department function: teaching loads of tenured/tenure track faculty members, proportion of undergraduate teaching carried out by regular faculty members, cost per credit hour, and externally funded research per faculty member. Departments will be provided with the raw data used to produce the ratios for their departments so that the data may be verified.

Note 18: Undergraduate teaching proportion by full time faculty members is calculated as the percent of total undergraduate credit hours that are taught by full time faculty members. “… as a percent of peer” is then calculated. Note that the peer group is not Boise State’s SBOE approved peer group, but is instead the set of all public universities that are classified as “research” (which includes the Carnegie Basic classifications at the doctoral level) or “comprehensive” (which includes the Carnegie Basic classifications at the master’s level).

Note 19: Initial ratio is calculated as total student credit hours at all levels per budgeted costs (including local and appropriated funds) of the instructional personnel who offered those credit hours. The ratio is then compared to peer data at the level that best matches the department: “Research” for departments that offer doctoral degrees and “Comprehensive” for those departments that do not offer doctoral degrees. “Cost of instruction as a percent of peer” is then calculated. Note that the peer group is not Boise State’s SBOE approved peer group, but is instead the set of all public universities that are classified as “research” (which includes the Carnegie Basic classifications at the doctoral level) or “comprehensive” (which includes the Carnegie Basic classifications at the master’s level).

Note 20: Includes credits taught by a department’s faculty member in courses not offered by the department, e.g., University Foundation courses, cross-listed courses, and college-level courses (e.g., MBA or ENGR).

Note 21: Digital Measures reports will quantify numbers of peer-reviewed publications, other publications, exhibitions, performances, etc. For artistic performances, exhibitions, etc., the level of the venue can be used to give an approximation of quality and impact, and the same applies to presentations at conferences. For publications, the options are more limited. Peer-reviewed vs. not peer-reviewed is one way to determine quality/impact. However, Digital Measures does not include such quantifications as impact factor. Department Chairs will have the opportunity to identify research/creative activity of high impact/quality.

Note 22: The initial ratio is calculated as research expenditures per tenured/tenure track faculty FTE. The ratio is then compared to peer data at the level that best matches the department: “Research” for departments that offer doctoral degrees and “Comprehensive” for those departments that do not offer doctoral degrees. “Cost of instruction as a percent of peer” is then calculated. Note that the peer group is not Boise State’s SBOE approved peer group, but is instead the set of all public universities that are classified as “research” (which includes the Carnegie Basic classifications at the doctoral level) or “comprehensive” (which includes the Carnegie Basic classifications at the master’s level). Note that this ratio is only calculated for those departments for which the appropriate peer ratio is greater than $0 per faculty member.
Note 23: This measure will compensate, to a certain extent, for the fact that another metric, research expenditures, is assigned to the department of the Principal Investigator, with the result that if a Co-Principal Investigator is in a different department, the Co-PI’s department would receive no credit for that grant. The “collaboration” measure will consist the percentage of a department’s grants that involve collaboration with PIs or Co-PIs in other departments.

Note 24: A community partnership can be contrasted with community outreach (see next note), and focuses on collaboration that results in benefits to both the community and the campus. The definition of community partnerships as used by the Carnegie Foundation is “collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources.”

Note 25: Community outreach can be contrasted with community partnership (see previous note), and consists of the university providing some sort of resource or service to the community. The definition as used by the Carnegie Foundation is “the application and provision of institutional resources for community use with benefits to both campus and community.”

Note 26: Responses to the following statements: “I received sound academic advice;” “My advisor: Is a helpful, effective advisor whom I would recommend to other students.”

Note 27: Responses to the following statements: “There was good communication between faculty and students regarding student needs/concerns”; ii) “Many opportunities existed outside of class for interactions between students and faculty”; iii) “The interactions and discussions with my peers in the department were a major source of motivation and support.”

Note 28: Responses to the following question: “While a student at Boise State University, did you meet with an advisor at least every year?”

Note 29: Responses to the following statement: “I had to delay graduation because of course availability.”

Note 30: Analysis will be limited to students graduating with a single degree/single major. Average credits at graduation will be analyzed in two ways: (i) The average credits at graduation will be calculated for students who began at Boise State (i.e., “native” students). This will provide a relative measure of how easily a student can progress to a degree here. (ii) The differential between native students and transfer students in number of credits at graduation will be calculated. This will provide a relative measure of the difficulty a student has in transferring credits for the major.
Administrative & Support Program Review Questionnaire (Program Assessment Report) for University Program Prioritization

Step 1: Please identify the program. A program is any activity or collection of activities that consumes resources (i.e., dollars, people, time, space, equipment, etc.). For your responsible area, please identify the major, significant activities that consume resources and complete one questionnaire for each of these programs. A program may follow org chart guidelines (i.e., a department) or a function (i.e., compliance). Collectively, all activities within an area must be represented within a program. Please keep in mind that areas are encouraged to keep programs broadly defined, so as not to produce more programs that can be reasonably evaluated.

1.a. Program Name/Description. Please provide a 3 to 5 sentence description of the program.
1.b. Administrator:
1.c. Department/Unit:
1.d. Please identify the number of FTE in this program. Attach an organization chart, if applicable.
1.e. What are the total costs of the program by funding source (local, appropriated, one-time, etc.) and expense category (salaries, O&E, travel, etc., excluding capital expenses)? Itemize major operating expenses associated with university wide contracts.

Step 2: Relevance. This measure is intended to demonstrate the importance of the Administrative/support program and how that program is aligned with and supports the mission and strategic plan of the university. In addition, this criterion measures the, overall essentiality and demand for its function.

2.a. Please describe how this program and its elements align and support the University’s mission and strategic plan.
2.b. Is this this program required? If so, please elaborate using specific examples as evidence.
2.c. Are there current or proposed state, regional, or local mandates, or new policies or laws that impact external/internal demand for the program services or operations?
2.d. What are the essential services/functions your program provides?
2.e. What is the demand for these services? And, how is that demand measured? How do you expect the demand change in the future and what are the drivers of that change?
2.f. For whom are the services/functions provided? Who are the direct, indirect and primary customers?
2.g. Are there any internal or outsourced programs/units providing similar services? If so, how do the services offered by this program differ from theirs?

Step 3: Quality. This measure is intended to identify the ability of the administrative or support program to meet its stakeholder needs, including evidence of the quality of services performed and how the services provided align with customer expectations.

3.a. How do you assess the quality and effectiveness of what you do?
3.b. What measures do you use and with what regularity?
3.c. How effective/well are functions executed and services provided? Please provide evidence from assessment measures to demonstrate how well the services provided by the program meet the expectations of the customers, including survey results, etc.
3.d. Please elaborate on personnel related occurrences within the program that have an impact to quality of services provided such as training for personnel, staff turnover, complexity of role, expertise, etc.

**Step 4: Productivity.** This measure is intended to assess not only the quantity of the output of the program, but the overall impact of the work. In addition, the measure includes a scan of potential improvements that could influence overall productivity.

4.a. What are the measures by which you measure program impact?

4.b. Please provide evidence from measures that demonstrate the volume of work performed by this program, such as average turnaround times, and average backlogs.

4.c. Please provide national benchmark data addressing how the resources of the program compare with national averages. Please describe why/how the benchmark was selected as the most appropriate.

4.d. Are there improvements that could be made to save on labor or to improve the product/services offered in the following categories? If so, describe in detail the efficiencies that could be gained.
   - a. Technology improvements.
   - b. Business process improvements.
   - c. Collaborative opportunities.

**Step 5: Efficiency.** This measure is intended to demonstrate the amount of work being performed and how resourcefully those tasks are performed.

5.a. Please describe the scope of duties performed for this program. Please provide information in major categories and percentage of effort.

5.b. Please provide national benchmark data addressing how the resources of the program compare with national averages. Please describe why/how the benchmark was selected as the most appropriate.

5.c. Does the program have any operations or collaborations that generate revenue (both direct and indirect) or result in cost savings (both direct and indirect)? If yes, please describe and quantify.

5.d. Are there anticipated changes that will affect efficiency of the program in the near future?

5.e. Have opportunities for savings or additional investments been identified? If yes, please describe.

**Step 6: Opportunity Analysis.** This measure is intended to provide an opportunity to address unmet needs and potential for changes/enhancements to the program that would advance the goals of the university.

6.a. Does the program have unmet needs? How do you know?

6.b. What would the program accomplish if additional resources were made available? What type of investment would be needed and what is the estimated impact?

6.c. What risk factors impact your ability to deliver essential services (funding, staffing, facilities/space, etc.)?

6.d. Do you have resources available to reallocate to another area?

6.e. Please provide information that is relevant to the evaluation of the program that is not included in the questions provided above.
# Supporting Documentation Matrix

If you have attached supporting data / evidence to answer a particular question in the Program Assessment Report (Questionnaire), please identify that document below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Name of attached supporting data / evidence</th>
<th>Location in this report (i.e., Appendix A, pp. 25-26, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.</td>
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<td>6.a.</td>
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<td>6.e.</td>
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</table>
Administrative and Support Programs Review Rubric

1.a. Program Name: ___________________________     1.b. Administrator: _________________________     1.c. Department/Unit: ____________________________

1.d. #FTE in the program: ____________________________

1.e. Total costs by funding source: ____________________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>(1 – 3 points) Limited/None</th>
<th>(4 - 6 points) Moderate</th>
<th>(7 - 9 points) Exemplary</th>
<th>Reviewer Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.a.</td>
<td>Alignment to University strategic plan</td>
<td>Difficult or unable to discern the connection of the program to the University’s mission or strategic direction.</td>
<td>Connections to the University’s mission are apparent and the program serves an important role in relation to the strategic direction of the University.</td>
<td>Clear and consistent explicit connections to the University’s mission; serves an important role in relation to the strategic direction of the University; demonstrates the ability to adapt to changing needs of the University and its stakeholder.</td>
<td></td>
</tr>
<tr>
<td>2.b.</td>
<td>Required functions, now or future</td>
<td>The program does not administer or operationalize required compliance or regulatory activities or serve as a required business practice for the University.</td>
<td>The program fulfills University obligations that meet compliance or regulatory requirements or serves as a required business practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.c.</td>
<td>Required functions, now or future</td>
<td>The program does not administer or operationalize required compliance or regulatory activities or serve as a required business practice for the University.</td>
<td>The program fulfills University obligations that meet compliance or regulatory requirements or serves as a required business practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.d.</td>
<td>Scope of services/functions</td>
<td>The scope of services/functions is unclear or unnecessarily diffuse.</td>
<td>The scope of services/functions is articulated, but there is not sufficient detail to understand the core of the program’s activities.</td>
<td>The program fulfills essential functions; the scope of the services/functions is clear and provides sufficient detail to know what is at the core of this program’s activities.</td>
<td></td>
</tr>
<tr>
<td>2.e.</td>
<td>Demand</td>
<td>The demand for the services/functions is stagnant or declining or no evidence of demand has been provided.</td>
<td>The services/functions are or are anticipated to be in demand though evidence is unclear, not provided, or unavailable.</td>
<td>The services/functions are or anticipated to be in high demand and there is clear and compelling evidence of the need.</td>
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</tr>
<tr>
<td>2.f.</td>
<td>Customers</td>
<td>Stakeholders/customers are unclear or undefined or limited connections are made between the customers and the scope of services.</td>
<td>Some stakeholders/customers are identified but the connection to the scope of services is unclear.</td>
<td>Stakeholders/customers are well-defined and the connection to the scope of services is clear.</td>
<td></td>
</tr>
<tr>
<td>2.g.</td>
<td>Distinctiveness</td>
<td>The services/functions performed are duplicative with other program(s) and the</td>
<td>The services/functions performed are distinctive, with some overlap of</td>
<td>The services/functions performed are unique to this program and there is no evidence of direct overlap of</td>
<td></td>
</tr>
</tbody>
</table>
### Quality

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Limited/None</th>
<th>Moderate</th>
<th>Exemplary</th>
<th>Reviewer Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a. Assessment process</td>
<td>Little to no evidence that assessment or evaluation processes are used (including customer satisfaction) in the program or, if so, they are inconsistent, infrequent, or exclude all or most customers specified in question 2.f.</td>
<td>Some evidence that assessment and evaluation processes (including customer satisfaction) are employed by the program though all elements may not be in place or well-defined.</td>
<td>Regular and systematic assessment is conducted, including customer satisfaction, and the process for gathering evidence is well-defined (i.e., timelines, cycles, measures, etc.), and customer satisfaction metrics include all customers identified in 2.f.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.b. Measures</td>
<td>Limited or no use of measures OR the measures used were not appropriate to the needs.</td>
<td>Some measures were used; some or most were appropriate to the needs.</td>
<td>Consistently identified and used appropriate measures, which are valid, realistic, and reliable; multiple sources of evidence are used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.c. Effectiveness</td>
<td>Results were not properly analyzed OR analysis revealed significant needs to improve customer experiences.</td>
<td>Results were analyzed and revealed services/functions needing improvements to increase the overall program effectiveness and customer experience.</td>
<td>Results were analyzed and revealed generally effective services/functions (i.e., positive customer experiences) in the program or, where improved effectiveness is needed, the improvements are specifically identified.</td>
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<tr>
<td>3.d. Context: Occurrences within the program that have an impact to quality of services provided such as training for personnel, staff turnover, etc.</td>
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</tbody>
</table>

### Productivity

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<tr>
<th>Item</th>
<th>Criteria</th>
<th>Limited/None</th>
<th>Moderate</th>
<th>Exemplary</th>
<th>Reviewer Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.a. Measures</td>
<td>Limited or no use of productivity measures.</td>
<td>Some productivity measures are identified OR tracking is inconsistent.</td>
<td>Productivity measures are identified and tracked.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.b. Volume</td>
<td>Limited or no tracking of volume OR the volume of work has declined over time.</td>
<td>The volume of work has remained relatively steady over time.</td>
<td>The volume of work has increased or is expected to increase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.c. Resource analysis vs. benchmark</td>
<td>Compared to benchmark, the program appears more costly or less efficient or the return on investment is unclear. Or, benchmarks are not provided.</td>
<td>The program appears to be operating on par with benchmark in terms of cost to operate and overall return on investment.</td>
<td>Compared to benchmark, the program appears more efficiently run, with less cost and greater return on investment.</td>
<td></td>
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</tr>
<tr>
<td>4.d. Identified efficiencies</td>
<td>Improvements that are not identified</td>
<td>Identified improvements have been implemented</td>
<td>Identified improvements are promising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Criteria</td>
<td>Limited/None</td>
<td>Moderate</td>
<td>Exemplary</td>
<td>Reviewer Notes</td>
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<tr>
<td><strong>Efficiency</strong></td>
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<tr>
<td>5.a.</td>
<td>Scope of duties by major category and percentage of effort</td>
<td>The scope of duties of within program are not well-defined, alignment to the essential services of the program is unclear, and unclear whether scope appears inefficient in relation to ftes and volumes of program.</td>
<td>The scope of duties within the program are reasonably well-defined although alignment to the essential services is unclear and scope appear inefficient in relation to ftes and volumes of program.</td>
<td>The scope of duties within the program are well-defined, aligned to the essential services of the unit, and scope appears efficient in relation to ftes and volume of program.</td>
<td></td>
</tr>
<tr>
<td>5.b.</td>
<td>Resource analysis vs. benchmark</td>
<td>Compared to benchmark, the program appears more costly or less efficient or the return on investment is unclear.</td>
<td>The program appears to be operating on par with benchmark in terms of cost to operate and overall return on investment.</td>
<td>Compared to benchmark, the program appears more efficiently run, with less cost and greater return on investment.</td>
<td></td>
</tr>
<tr>
<td>5.c.</td>
<td>Revenues or cost savings</td>
<td>The program does not generate revenue or engage in practices that result in cost savings.</td>
<td>The program may generate revenue or engage in practices that result in cost savings.</td>
<td>The program generates revenue and engages in practices that result in cost savings.</td>
<td></td>
</tr>
<tr>
<td>5.d.</td>
<td>Context: Anticipated changes that will affect efficiency of the program in the near future (including any opportunities for savings)</td>
<td>Opportunity Analysis</td>
<td>Reviewer Notes</td>
<td></td>
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</tr>
<tr>
<td>6.a.</td>
<td>Unmet needs and evidence</td>
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<tr>
<td>6.b.</td>
<td>Use for additional resources, investment needed, &amp; estimated impact</td>
<td>The program appears unstable due to multiple risk factors and is not well-positioned to continue delivering its services.</td>
<td>The program has uncertainties in one or more areas, but appears stable enough to continue delivery services and achieve its goals.</td>
<td>The program appears stable and/or well-positioned to continue delivering its services and striving to meet its goals.</td>
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<tr>
<td>6.d</td>
<td>Resources available for reallocation</td>
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<tr>
<td>6.e.</td>
<td>Additional relevant context</td>
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Template: Program Prioritization for Degree and Graduate Certificate Programs

The purpose of this document is to gather, from department chairs, a portion of the information that will be used in the Program Prioritization Process to score and categorize Degree and Graduate Certificate programs.

Department Chairs: please follow the “steps” below, filling out one “template” for each of your degree/graduate certificate programs. Background on the process can be found at: https://docs.google.com/a/boisestate.edu/file/d/0By29C1z0atzBbDlMVmF6NzB3cE0/edit and in other files at http://president.boisestate.edu/prioritization/academic-programs/.

Emphases, options, and alternate degrees are not treated as separate entities; they are consolidated. Minors have already been considered. Associates degree programs will not be evaluated. New programs, initiated within the last three years, will not be evaluated.

Step One: Note the program name in the header. The program named in the header will be the subject of the rest of this document. So whenever, this document says “this program” it is referring to the program listed in the header.

Step Two: Take a look at pertinent data.

1. The data can be found in your department’s folder on the Program Prioritization shared drive. In general, each department will have access only to its own data.

2. “Grads per year in all degree programs w flags.pdf” lists five years of graduates from each degree program and the average for the last three years. Averages less than threshold numbers are “flagged” for further attention.

3. “(your dept name) degree program data.xlsx” contains all of the quantitative data referred to below.

Step Three: Take this shortcut if discontinuing or consolidating this program.

DISCONTINUING OR CONSOLIDATING?? If your department has already decided to discontinue or consolidate this program (and if such a plan is agreed to by your dean and the Provost), then complete the information in this box. If the action is a simple discontinuation, then do not complete the remainder of this form. If the action is a consolidation of this program with another, then work with the Vice Provost for Academic Planning to create and fill out a single form for the consolidated programs.

Describe proposed action>

What is the rationale for this action?>

Describe in general terms any resources ($$ and/or FTE) that will be reallocated as a result of this action>

Step Four: Provide an overview context for the program. Briefly describe the history of this particular program. Is it new? Have there been substantial recent changes? How does it fit into the broader context of your department’s offerings? (100 words max)

Response>

Step Five: Provide responses to prompts below. Also take note of the other information that will be used to derive scores for this program.
The information that departments provide below (in the “response” boxes) will be used to develop scores that will form part of the basis for initial categorization of degree/certificate programs. Those responses will be scored via rubrics; the rubric is available in your department’s folder on the Program Prioritization shared drive.

Quantitative info from the Office of Institutional Research will form the other part of the basis for initial categorization of degree/certificate programs. That data will be normalized by converting either to deciles or z-scores based on the set of programs of the same degree level offered at Boise State. This quantitative data may be found in your department’s Program Prioritization shared drive folder in the file “(your dept name) degree program data.xlsx.”

Please adhere to the word limits given before each “response” box.

A. Relevance

1. Quantitative information for this section that is being provided separately:
   - # of juniors and seniors as measure of student demand.
   - Alumni survey results regarding: (i) preparation for employment & continued education and (ii) contribution to civic engagement

2. Contribution to mission, core themes, strategic plan. Describe the importance of this particular program in the department’s contribution to the University’s mission, core themes, and strategic plan ([http://academics.boisestate.edu/strategic-plan/](http://academics.boisestate.edu/strategic-plan/)). One way to think about this question is to ask: “What would be lost to the university if this particular program were discontinued?” (200 words max)

   Response>

3. Changes made to meet needs. Describe significant changes that have recently (i.e., the last several years) been made to this program to better meet the needs of students, the community, etc., and to increase relevance to national trends and initiatives. If you have an advisory board, briefly describe its function in maintaining relevance of the program. (200 words max)

   Response>

4. Evidence of success of and specific demand for graduates. As available, provide information on community & national demand, job placement rates, and placement in professional & graduate schools. Comment on relevance of degree to the development both of discipline-specific abilities and of discipline-independent abilities (e.g., [http://career.boisestate.edu/collegiate-employmentworkforce-readiness/](http://career.boisestate.edu/collegiate-employmentworkforce-readiness/)) see section on “Skills Critical to Initial Success…” (250 words max)

   Response>

B. Quality

1. Quantitative information for this section that is being provided separately:
   - Graduating Student Survey results regarding (i) satisfaction with major and (ii) perceptions re: faculty
   - Alumni survey results regarding satisfaction with major
2. **Program distinctiveness and impact on university reputation.** Describe (as applicable) how this program is distinctive from programs in the same or similar discipline(s) at other universities. Describe how this program contributes to the local and national reputation of the university. (200 words max)

Response>

3. **As described in Step Six, complete (and submit with this document) the separate document entitled “Program Assessment Report.”**

### C. Productivity

1. **Quantitative information for this section that is being provided separately:**
   - # of graduates per year

### D. Efficiency

1. **Quantitative information for this section that is being provided separately:**
   - Annual baccalaureate graduates per FTE of juniors and seniors
   - Average total credits at graduation for baccalaureate graduates
   - Time to degree and attrition from program (doctoral programs only)

---

**Step Six: Complete (and submit with this document) the separate document entitled “Program Assessment Report.”**

Assessment of program intended learning outcomes is an important aspect of ensuring the quality of our academic programs. In fact, if one were to choose one aspect of a university that our university accrediting agency (Northwest Commission on Colleges and Universities [NWCCU]) cares most about, it would be the assessment of program intended learning outcomes.

1. The Program Assessment Report will serve two purposes:
   - It will be evaluated as part of the Program Prioritization process as a measure of program quality.
   - It will be used to document program assessment for our Year 3 Report that is due to the NWCCU in September 2014.

2. The Program Assessment Report will be evaluated using a rubric, which is appended to the Report template. The resulting rubric scores will be included with other scores in Step Five (above) in determining initial categorization of programs. Additionally, information from rubric scoring will be provided to departments as a basis for improvement of their overall assessment structure. If needed, departments will be supported in that effort with workshops, consultations, etc.

**Step Seven: Provide context, additional information, and opportunity analysis.**

The information in this step will be used by the Dean of your college as he/she contemplates the categorization of your programs. (That categorization will be based, initially, on the scores that came from Steps Five and Six above.)

### A. Relevance

If desired, provide (i) context for the information referred to in Step Five and/or (ii) additional information that indicates the relevance of this particular program. (200 words max)
B. Quality

If desired, provide (i) context for the information referred to in Steps Five and Six and/or (ii) additional information that indicates the quality of this particular program. (200 words max)

Response>

C. Productivity

If desired, provide (i) context for the information referred to in step Five and/or (ii) additional information that indicates the productivity of this particular program. If a program is “flagged” in the file “Grads per year in all degree programs w flags.pdf”, that fact should be addressed here. Examples of what might be discussed regarding flagged programs: Why is there a low number of graduates? Is that number acceptable? (200 words max)

Response>

D. Efficiency

If desired, provide (i) context for the information referred to in Part 2 and/or (ii) additional information that indicates the efficiency of this particular program. (200 words max)

Response>

E. Opportunity Analysis:

Describe proposed changes to the program that would increase its impact. If a program is “flagged,” how will you address the low number of graduates?

Examples of the sorts of items a department might propose: (i) Proposal to facilitate timely graduation of students, e.g., by streamlining curriculum, reducing bottlenecks, etc., (ii) Proposal to enhance quality and/or relevance of program, (iii) Proposal to increase productivity/efficiency of program, and (iv) Proposal to reduce, restructure, or phase out a program to produce more overall impact per investment and/or to simplify student programmatic choices. (400 words max)

Response>

Step Eight: Submit completed documents. The deadline for submission of completed documents is February 7. Once you have finalized this document, save it in the folder entitled “Final Submitted” within your department’s folder on the Program Prioritization shared drive. Within that folder you should save the following documents:

- One completed “Template: Program Prioritization for Degree and Graduate Certificate Programs” for each of your degree/certificate programs being evaluated (recall that the following are excluded from evaluation: new programs and associates degree programs).
- One completed “Program Assessment Report” for each of your degree/certificate programs being evaluated.
**Instructional Program Review Rubric – DRAFT 12.16.13**

<table>
<thead>
<tr>
<th>Criteria and specific prompt</th>
<th>Beginning or Limited</th>
<th>Developing or Moderate</th>
<th>Proficient or Exemplary</th>
<th>Reviewer Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to mission, core themes, University strategic plan</td>
<td>Difficult or unable to discern the connection of the program to the University’s mission or strategic direction.</td>
<td>Connections to the University’s mission and core themes are apparent. The program serves a moderately important role in achieving the strategic direction of the University.</td>
<td>Clear, compelling integration with and contribution to multiple aspects of the university’s mission and core themes. Program plays keystone role in achieving the strategic direction of the University.</td>
<td></td>
</tr>
<tr>
<td>Changes made to meet needs</td>
<td>The program has not demonstrated the ability to adapt to changing needs OR changes are unclear, unfocused, haphazard.</td>
<td>The program has made changes to increase its relevance, although connection of those changes to student/community needs and/or national trends may be difficult to discern.</td>
<td>Demonstrates clear responsiveness and adaptability to meet changing needs of students and the community. Changes are linked to clearly identified needs determined by national trends, community/student needs, and experts in the field (e.g., advisory board), etc.</td>
<td></td>
</tr>
<tr>
<td>Evidence of success of and specific demand for graduates</td>
<td>The demand for the program’s graduates is stagnant, declining, or unknown. Placement in employment and/or further education is weak. Development of intended relevant knowledge/skills/abilities not a focus.</td>
<td>The program’s graduates are or are anticipated to be in moderate demand. Placement in employment and/or further education is solid. Development of intended relevant knowledge/skills/abilities is a focus.</td>
<td>The program’s graduates are or are anticipated to be in high demand, and there is clear and compelling evidence of the need. Placement in relevant employment and/or graduate/professional schools is exemplary. Development of intended discipline-specific and discipline-independent skills/abilities is a major focus.</td>
<td></td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Intended Learning Outcomes, Methods, Findings, Implications, Actions</td>
<td></td>
<td></td>
<td></td>
<td>(Evaluated via a separate rubric attached to Program Assessment Reports)</td>
</tr>
<tr>
<td>Program distinctiveness and impact on University reputation</td>
<td>Distinctiveness is limited or is difficult to discern. Not a contributor to the reputation of the University.</td>
<td>The program is well rated and/or has demonstrated moderate reputational success among peer programs. Solid contributor to the reputation of the University.</td>
<td>The program is nationally/regionally distinctive, top-rated, and/or has demonstrated a high level of reputational success among peer programs. Plays a key role in the reputation (locally and/or nationally) of the University.</td>
<td></td>
</tr>
</tbody>
</table>
Program Assessment Report

**Instructions:** Complete the matrix below and then respond to the two open-ended questions beneath the matrix.

<table>
<thead>
<tr>
<th>List the Intended Learning Outcomes (one per row)</th>
<th>Methods Used to Assess Outcomes</th>
<th>Key Findings</th>
<th>Implications &amp; Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-centered statements of what students will know, be able to do, and value or appreciate as a result of completing the program.</td>
<td>What type(s) of evidence are being used to determine whether the outcome has been achieved?</td>
<td>On the whole, what have you found out about student learning in each of the intended learning outcomes areas?</td>
<td>Provide examples of how findings have been used to make changes to the curriculum, specific courses, and/or to the pedagogy used in the program.</td>
</tr>
<tr>
<td>1.</td>
<td>Mark “x” for all that apply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Mark “x” for all that apply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Mark “x” for all that apply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Mark “x” for all that apply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Mark “x” for all that apply</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Direct measure(s)** such as portfolios, embedded assignments, lab reports, etc.
- **Indirect measure(s)** such as surveys, focus groups, etc.
- **Informal method(s)** such as faculty observations, informal reports, discussions, etc.
<table>
<thead>
<tr>
<th></th>
<th>Mark “x” for all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Direct measure(s)</td>
</tr>
<tr>
<td></td>
<td>Indirect measure(s)</td>
</tr>
<tr>
<td></td>
<td>Informal</td>
</tr>
<tr>
<td>7.</td>
<td>Direct measure(s)</td>
</tr>
<tr>
<td></td>
<td>Indirect measure(s)</td>
</tr>
<tr>
<td></td>
<td>Informal</td>
</tr>
</tbody>
</table>

(Add rows as necessary)

Please describe what is going well in the assessment of this program? What are the highpoints or noteworthy accomplishments? (100 words max)

Note: Responses to this question will not be rated with the rubric; they will provide information on the program’s successes, be used to identify best practices, and assist in University accreditation reporting.

Response>

Identified improvements: What next steps should be taken to better assess learning in this program or improve the assessment process? (150 words max)

Response>
## Rubric for Evaluating Program Assessment Reports

<table>
<thead>
<tr>
<th>Category</th>
<th>Deficient (0)</th>
<th>Beginning (1-3)</th>
<th>Developing (4-6)</th>
<th>Proficient (7-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Program Intended Learning Outcomes</strong></td>
<td>- No evidence of intended learning outcomes.</td>
<td>- Outcomes are incomplete, overly detailed, disorganized, or not measurable.</td>
<td>- Most outcomes are clearly defined or the intent is easily discernable.</td>
<td>- Clearly written, measurable, and manageable number of outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- May focus on the process or delivery of education (e.g., doing group activities) rather than student learning (e.g., demonstrating the ability to work with diverse groups).</td>
<td>- Include at least two of the domains of learning (knowledge, skills, and dispositions).</td>
<td>- Include all domains of learning: knowledge, skills, and dispositions.</td>
</tr>
<tr>
<td></td>
<td>* Learner-centered statements of what students will know, be able to do, and value or appreciate as a result of completing the program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Methods</strong></td>
<td>- No evidence of any methods used.</td>
<td>- Methods are mismatched, inappropriate, or otherwise do not provide evidence linked to the intended learning outcomes.</td>
<td>- Use of at least one direct measure</td>
<td>- Multiple direct measures are used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- No use of direct measures or an overreliance on indirect measures.</td>
<td>- Some use of indirect measures</td>
<td>- Indirect measures are used</td>
</tr>
<tr>
<td><strong>3. Findings</strong></td>
<td>- No findings or analysis presented.</td>
<td>- There is disconnect between the outcomes, the data gathered, and results reported.</td>
<td>- Findings are reported that address outcomes and evaluate student achievement of them.</td>
<td>- Methods used provide sufficient information to guide improvements to the program.</td>
</tr>
<tr>
<td><strong>4. Implications and Actions</strong></td>
<td>- No information provided.</td>
<td>- Limited evidence that findings are used to “close the loop” (i.e., to improve the curriculum, individual courses, pedagogy, etc.)</td>
<td>- Some evidence that findings are used to “close the loop” (i.e., to improve the curriculum, individual courses, pedagogy, etc.).</td>
<td>- Findings are used to “close the loop” – (i.e., to improve the curriculum, individual courses, pedagogy, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- No actions are documented or there are too many plans to reasonably manage.</td>
<td>- At least one action has been documented or planned with sufficient detail, timelines, etc.</td>
<td>- Multiple actions have been implemented or detailed plans for implementing identified changes have been provided.</td>
</tr>
<tr>
<td><strong>5. Identified Improvements</strong></td>
<td>- No improvements are identified.</td>
<td>- Stated improvements are unclear, lack specificity, or are otherwise insufficient for moving the program forward in the assessment of student learning.</td>
<td>- Stated improvements are clear and likely to move the program forward in its learning outcomes assessment.</td>
<td>- Stated improvements are clear and well-conceived and will move the program forward in its learning outcomes assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Plan(s) to address the improvements are drafted.</td>
<td>- Plan(s) for implementing these improvements contain sufficient detail (timeline, persons responsible, etc.).</td>
</tr>
</tbody>
</table>
**Analysis**

**Step 1: Analyze and Identify Challenges**

Concisely analyze and identify the specific challenges of this program based on the criteria percentile averages and/or underlying metrics. If the program was “flagged” for low number of graduates, include that information. (Please limit to ~200 words)

**Step 2 (optional): Describe program’s context related to its challenges**

Identify conditions or factors needed to understand this program's circumstances. Take care to explain the relevant factors, rather than dismissing the data or making excuses. (Please limit to ~200 words)

**Action Plan**

Describe the actions your department will take in light of program prioritization data to improve the program in question. You may address the same criterion or different criteria at each level.

I. **Department-level Actions**

   A. **Actions already in progress.**
   
   Describe current, ongoing actions by the department that are addressing the challenges described above. What are the expected outcomes? What is the timeline? (Please limit to ~300 words.)

   B. **Proposed future actions**
   
   Formulate one (or more as needed) substantive internal department strategy to improve the program's performance; determine a timeline for instituting the described change(s) and the person or group responsible for implementation. Identify the trade-offs in current operations that will be necessary to implement this strategy. How will the proposed strategy or strategies result in mitigation/improvement of your specific challenge(s) over time? How will you know when you've been successful? (Please limit to ~400 words.)

   C. **Flagged programs**
   
   If this program is flagged for low number of graduates and if it is not the intent of under-way and proposed actions (described in the preceding sections) to increase the number of graduates to a level beyond the flagging threshold, then please provide a justification of why it is reasonable to continue to offer a program with a relatively low number of graduates. (Please limit to 200 words)
II. College-level Partnerships (optional)

Colleges need to support departments seeking to improve their programs. Describe at least one strategy where other departments within your College or the College-level administration and staff might support your work. Determine a timeline for instituting the described change(s) and the person or group responsible for its implementation. Identify the trade-offs in current operations that will be necessary to implement this strategy. How will the proposed strategy result in mitigation/improvement of your specific challenge over time? (Please limit to 200 words)

III. Changes at the University level that would help fix the problem (optional)

If appropriate, offer recommendations for changes/improvements outside the College (whether in other Colleges or outside Academic Affairs) that would mitigate/improve the program’s challenges. Specifically, how would the requested changes lead to improvement? (Please limit to 200 words).

IV. Reallocation of Resources

As part of the University’s report to the SBOE, we need to describe resource reallocations that we have made as part of the program prioritization process. “Resource reallocation” can involve a shift in funding, in personnel (including redirecting effort of who or parts of FTEs of faculty/staff), or in space.

Please briefly describe resource reallocations that you made since June 2013, or that you plan to make in the future, in the process of implementing the actions described in this document. List only the more substantial of reallocations; an exhaustive list is not necessary.

<table>
<thead>
<tr>
<th>Reallocation amount</th>
<th>Type of Reallocation (FTE, time &amp; effort, funds, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signatures

_______________________________________________
Department Chair

_______________________________________________
Others within the department responsible for implementation (as needed)

_______________________________________________
Partners within the College (as needed)

_______________________________________________
College Dean
Program Prioritization of Emphases and Options: BA in XXXXXXXXXXXXXXXX

This process evaluates only the emphases and options of degree programs. The entire degree program (with all emphases/options consolidated) will be evaluated in a more extensive process.

Students are often confused by an overly diverse array of choices. In addition, a complexity of emphases/options may beget a complexity of course offerings, which may in turn beget a decreased frequency of offering of required courses and overly small enrollments, which may in turn beget a slower rate of completion and lower departmental efficiency. So, all else equal: Simpler is better.

<table>
<thead>
<tr>
<th>Degree: BA XXXXXXX</th>
<th>Annual Graduates from each Emphasis/Option</th>
<th>“Flagged” if &lt;5</th>
<th>Proposed action for each flagged emphasis: “Discontinue” or “Transform” or “Keep as is” from #2 below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis/Option</td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
</tr>
<tr>
<td>XXXXXX Opt 1</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>XXXXXX Opt 2</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>XXXXXX Opt 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Structure and Context: Describe the reasoning behind offering the diversity of emphases/options shown above. Do the original reasons for creating the set of emphases/options still hold? Are changes warranted? (limit to no more than 150 words)

Response>

For “Flagged” emphases/options only, answer the following.

1. Provide additional information regarding each of the “flagged” emphases/options.
   a. How many courses in total are required only by flagged emphases/options?

<table>
<thead>
<tr>
<th># courses</th>
<th>Level of course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100-level courses</td>
</tr>
<tr>
<td></td>
<td>200-level courses</td>
</tr>
<tr>
<td></td>
<td>300-level courses</td>
</tr>
<tr>
<td></td>
<td>400-level courses</td>
</tr>
<tr>
<td></td>
<td>Graduate-level courses</td>
</tr>
</tbody>
</table>

   If there are such courses, describe the budgetary impact of continuing to offer those courses to support the offering of the flagged program(s).

Response>

2. Proposed Actions for Flagged Emphases/Options. Choose one of the following three types of action for EACH flagged emphasis. You may refer to groups of emphases/options if convenient.
   a. Possible Action 1: Discontinue flagged emphasis/emphases. Either consolidate emphases or discontinue emphasis/emphases so that a student would graduate with a generic degree without an emphasis.
List the emphasis/emphases that will fall in this category and describe the specific changes that you propose.

Response>

b. **Possible Action 2: Transform/enhance/reorient/reinvent flagged emphasis/emphases to increase enrollments and graduates.**
List the flagged emphasis/emphases that you propose for this category and describe the specific enhancements, etc. that you propose. Be specific enough so that your plan can be evaluated, but limit descriptions for each emphasis to no more than 100 words.

Response>

c. **Possible Action 3: Leave the emphasis or group of emphases as is, unchanged in name(s) and substance.**
List each flagged emphasis that you propose for this category, and justify why it should be left as is. What is the relevance? What need does it fill? What would be lost if we discontinue it? Limit response for each emphasis to no more than 100 words.

Response>
Program Prioritization of Emphases and Options: BA in XXXXXXXXXXXXXXXX

This process evaluates only the emphases and options of degree programs. The entire degree program (with all emphases/options consolidated) will be evaluated in a more extensive process.

Students are often confused by an overly diverse array of choices. In addition, a complexity of emphases/options may beget a complexity of course offerings, which may in turn beget a decreased frequency of offering of required courses and overly small enrollments, which may in turn beget a slower rate of completion and lower departmental efficiency. So, all else equal: Simpler is better.

Overall Structure and Context: Describe the reasoning behind offering the diversity of emphases/options shown above. Do the original reasons for creating the set of emphases/options still hold? Are changes warranted? (limit to no more than 150 words)

Response>

For “Flagged” emphases/options only, answer the following.

1. Provide additional information regarding each of the “flagged” emphases/options.
   a. How many courses in total are required only by flagged emphases/options?

<table>
<thead>
<tr>
<th># courses</th>
<th>Level of course</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-level courses</td>
<td></td>
</tr>
<tr>
<td>200-level courses</td>
<td></td>
</tr>
<tr>
<td>300-level courses</td>
<td></td>
</tr>
<tr>
<td>400-level courses</td>
<td></td>
</tr>
<tr>
<td>Graduate-level courses</td>
<td></td>
</tr>
</tbody>
</table>

If there are such courses, describe the budgetary impact of continuing to offer those courses to support the offering of the flagged program(s).

Response>

2. Proposed Actions for Flagged Emphases/Options. Choose one of the following three types of action for EACH flagged emphasis. You may refer to groups of emphases/options if convenient.
   a. Possible Action 1: Discontinue flagged emphasis/emphases. Either consolidate emphases or discontinue emphasis/emphases so that a student would graduate with a generic degree without an emphasis.
List the emphasis/emphases that will fall in this category and describe the specific changes that you propose.

Response>

b. Possible Action 2: Transform/enhance/reorient/reinvent flagged emphasis/emphases to increase enrollments and graduates.
List the flagged emphasis/emphases that you propose for this category and describe the specific enhancements, etc. that you propose. Be specific enough so that your plan can be evaluated, but limit descriptions for each emphasis to no more than 100 words.

Response>

c. Possible Action 3: Leave the emphasis or group of emphases as is, unchanged in name(s) and substance.
List each flagged emphasis that you propose for this category, and justify why it should be left as is. What is the relevance? What need does it fill? What would be lost if we discontinue it? Limit response for each emphasis to no more than 100 words.

Response>
Program Prioritization of Alternate Graduate Degrees within a Plan:

MA and M.S. in XXXXXX

This process evaluates only situations where within a particular plan (or “major” or “program”), there exist two alternate degrees (e.g., MS in Kinesiology and Master of Kinesiology). The entire degree program (with alternate degrees consolidated) will be evaluated in a more extensive process.

Alternate degrees in a graduate program typically exist to serve two different audiences: an academic audience with the MA or MS, and a professional audience with the discipline included within the degree name (e.g., Master of Kinesiology).

<table>
<thead>
<tr>
<th>Degrees: MA and M.S. XXXXXXX</th>
<th>Annual Graduates from each degree</th>
<th>“Flagged” if &lt;3</th>
<th>Proposed action for each flagged emphasis: “Discontinue” or “Transform” or “Keep as is” from #2 below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate degrees</td>
<td>2008-09  2009-10  2010-11  2011-12  2012-13</td>
<td>Average for last 3 years</td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td>2       2       0       0       0</td>
<td>0.0</td>
<td>&gt;</td>
</tr>
<tr>
<td>MS</td>
<td>7       10      7       7       15</td>
<td>9.7</td>
<td></td>
</tr>
</tbody>
</table>

*Overall Structure and Context:* Describe the reasoning behind offering the alternate degrees. Do the original reasons for creating the set of alternate degrees still hold? Are changes warranted? (limit to no more than 150 words)

Response>

For “Flagged” alternate degrees only, answer the following.

1. Provide additional Information regarding the “flagged” alternate degrees.
   
   How many, if any, courses in total are required *only* by a flagged alternate degree?

<table>
<thead>
<tr>
<th># courses</th>
<th>Level of course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate-level courses</td>
</tr>
</tbody>
</table>

   If there are such courses, describe the budgetary impact of continuing to offer those courses to support the offering of the flagged program(s).

   Response>

2. Proposed Actions for Flagged alternate degrees. Choose one of the following three alternatives for any flagged alternate degree.
   
   a. Possible Action 1: Discontinue the flagged alternate degree or consolidate alternate degrees because there is not sufficient need to justify the present situation.
      
      Describe the specific change(s) that you propose.
      
      Response>

   b. Possible Action 2: Transform/enhance/reorient/reinvent flagged alternate degree to increase enrollments and graduates.
      
      Describe the specific enhancements, etc. that you propose. Be specific enough so that your plan can be evaluated, but limit your response to no more than 150 words.
      
      Response>

   c. Possible Action 3: Leave the set of alternate degrees as is.
      
      If you propose to keep a flagged alternate degree, please provide a brief explanation of why it is important to do so. Limit response to no more than 100 words.
      
      Response>
Boise State University
Center, Institute, or Core Facility Reporting Form

Name of Center, Institute, or Core Facility:
Date Reporting Form completed:

For the purpose of periodic review per the University Policy for Centers, Institutes, and Core Facilities, please briefly describe your Center, Institute, or Core Facility administratively and relate it to the following domains (quality, viability, and effectiveness):

1. Administrative
   a. Staffing
      i. Director - include name(s), and release time (FTE) dedicated for the Center, Institute, or Core Facility; Staffing and Organizational Structure - include all other staff and release time of each (FTE) dedicated for the Center, Institute, or Core Facility; AND current space for operations and future space needs
      ii. Center, Institute, or Core Facility reporting authority (e.g., Dean's office, Department Chair, Administrative Board)

2. Quality
   a. Context
      i. Brief Chronological History
      ii. Mission
      iii. Examples of consistency with the University’s “Charting the Course” strategic plan
      iv. Plans for the future

3. Viability
   a. Investment by the University [e.g., budgeted monies and/or release time granted, ongoing appropriated commitment from college(s), department(s)]
   b. External Funding Awarded for fiscal years __________

4. Effectiveness (Outcomes)
   a. Examples of ‘outputs’ generated from the Center, Institute or Core Facility over the last two years (e.g., publications, presentations, invited lectures, technical reports, student support, Graduate assistantships awarded, number of people served, policies developed)
   b. Evidence of enhancement provided to the associated academic unit(s) and college(s) by the Center, Institute, or Core Facility [e.g., increased interest, applications, enrollments to associated academic unit(s), increased service to community members, articles in newspapers and other publications, increased research productivity, increased visibility, increased quality of academic degree program(s)]
Introduction

In May 2013, the Idaho State Board of Education (SBOE) directed the universities and Lewis-Clark State College to engage in a Program Prioritization process (Dickeson, 2013) to fulfill the Governor’s 2008 mandate for zero-base budgeting. Institutions were asked to develop proposed outcomes or overall goals for what they hoped would be achieved in the prioritization process, along with specific targets. Weighed criteria to be used in the evaluation of programs were also required. The term program included any activity or collection of activities that consumes resources. Both instructional and non-instructional programs were to be considered in the prioritization process.

The SBOE has requested responses in four key areas to validate the efficacy of the program prioritization initiative. The four areas are:

- Rigor of the process
- Fulfillment of Zero-base Budgeting principles
- Achievement of impactful outcomes
- Sustainability of process improvements

In this written report, Lewis-Clark State College (LCSC) details its program prioritization process and responds to the twelve (12) specific questions posed by the Board.

1. Institution’s overarching goals (i.e. desired outcomes).

Lewis-Clark State College identified four (4) over-arching goals/ outcomes of the program prioritization process which align with the goals of our updated Strategic Plan. The goals are closely aligned with LC’s mission and core themes.

Mission Statement
Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the local and state economy and other educational programs designed to meet the needs of Idahoans.

Core Themes
1. Connecting Learning to Life Through Academic Programs
2. Connecting Learning to Life Through Professional-Technical Programs
3. Connecting Learning to Life Through Community Programs

Goals
1. Sustain and enhance excellence in teaching and learning. Goal 1 focuses on strengthening courses, programs and curricula in alignment with our Core Themes, ensuring the General Education Core achieves its expected outcomes, optimizing technology-based course delivery
and associated resources, maximizing interactions between faculty and students outside the classroom, recruiting and retaining highly qualified and diverse faculty and staff, and providing a safe, healthy and positive teaching-learning environment.

2. **Optimize student enrollment and promote student success.** Goal 2 includes ensuring marketing efforts to prospective students are focused, retaining and graduating a diverse student body, and maximizing student satisfaction and engagement.

3. **Strengthen and expand collaborative relationships and partnerships.** Goal 3 emphasizes increasing volunteer, internship and career placement opportunities for students, collaborating with business and industries for the beneficial exchange of knowledge and resources, increasing engagement of alumni for the advancement of the college, and advancing the college within the community, with business and political leaders and current and future donors.

4. **Leverage resources to maximize institution strength and efficiency.** Goal 4 focuses on the allocation/ reallocation of funds to support priorities and program areas significant in meeting the role and mission of the institution, assessing/ modifying the organizational structure and institutional processes to ensure the most effective use of resources, improving of campus buildings and grounds, creating a timetable for the sustainable acquisition and replacement of technology and infrastructure, and identifying and securing public and private funding in support of strategic initiatives.

There were no pre-determined limits established regarding the amount of resource potentially available for internal reallocation. Rather than elimination of programs, a premise of program prioritization at LCSC was identifying efficiencies in processes and opportunities for restructuring which ensure the quality and integrity of programs and of the institution.

2. Measurement criteria and the units of program analysis.

To establish evaluation criteria, input was solicited from faculty, staff, students and the President’s Assessment Council. The criteria were applied to both instructional and non-instructional programs. Additionally, indicators and suggested data sources were identified. A detailing of the five (5) criteria and indicators can be found in the appendix. Briefly, the criteria and select indicators are:

1. Impact, justification and overall essentiality of the program
   a. Connection to the mission, state/ federally mandated, uniqueness of program
2. Quality of program outcomes
   a. Benchmarks, indicators of success (specific per program including pass rates, transfer, placement in graduate/ professional programs), and employer satisfaction
3. External Demand
   a. Enrollment demand/ trends, regional needs
4. Internal Demand
   a. Support to other internal programs, general education support, role in student retention
5. Net Revenue
   a. Program funding sources, budget allocation, student hours generated, and key ratios
3. Number of programs evaluated and placed in each quintile.

Prior to initiation of the program prioritization process, 163 programs participated in the annual assessment cycle at LCSC. A program was defined as any activity or collection of activities that engaged in the college Unit Assessment process. Program prioritization and preparation for the Northwest Commission on Colleges and Universities (NWCCU) Mid-Cycle report provided the opportunity to review units identified as ‘programs’ and make adjustments. In total, 115 programs were quintiled. This reduction in programs resulted in several gains for the institution, including stronger collaboration within units, enabling them to evaluate themselves as a whole rather than as a set of independent parts, more useful and informative data comparisons, and time savings for programs and others across campus (Directors, Deans, VPs, Institution Planning, Research and Assessment).

For each of the five (5) quintiles, action language was identified and programs were assigned to quintiles based on the action level required. The numbers of programs assigned to each action category/ quintile was based on Board guidance.

Action language for the quintiles:

<table>
<thead>
<tr>
<th>Q</th>
<th>Expected Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highly successful: Seek additional resources</td>
</tr>
<tr>
<td>2</td>
<td>Highly successful: Sustain current support</td>
</tr>
<tr>
<td>3</td>
<td>Successful: Areas for enhancement identified</td>
</tr>
<tr>
<td>4</td>
<td>Multiple elements needing improvement</td>
</tr>
<tr>
<td>5</td>
<td>Needs or is undergoing major review/ restructure</td>
</tr>
</tbody>
</table>

4. For those programs in either the top or bottom quintile, please generally explain the common factors that led to their current placement.

To translate quintile categories into action, we assigned language to each quintile which describes the expected action (as noted above in the table).

- Programs assigned to quintile #1 are those which are highly successful with a strong track record of achievement based on program indicators/ benchmarks, and for which additional resources would further enhance the program’s success.
  a. Instructional programs: Instructional programs in quintile one (1) are programs which meet or exceed programmatic benchmarks and are in high demand by students. With a modest infusion of resources, programs in quintile one (1) may be able to serve more students, yielding more graduates in high demand areas. Instructional/ student support programs were also assigned to quintile 1. These programs provide service to students across campus in support of student success and retention. Service delivery can be enhanced with additional fiscal or personnel resources.
  b. Non-Instructional programs: Programs which provide service broadly to either students or campus departments or are federally/ state mandated were assigned to quintile 1. These programs are highly effective and are ones for which enhanced resources could yield a greater level of service to students.
• Programs assigned to quintile five (5) were those determined to be in need of a major program review and/or restructuring.
  a. Instructional programs: Instructional programs assigned to quintile five (5) included programs with a track-record of declining or low enrollments, those which appear to overlap with other majors/programs, or instructional programs and support programs requiring major review given changing SBOE policy or based on significant personnel, accreditation, or programmatic changes.
  b. Non-Instructional programs: Non-instructional programs allotted to quintile five (5) are primarily programs which do not directly support the college’s mission but provide service to the community, or those programs valued by the community for which alternative funding structures/sources are under consideration.

5. What lessons were learned (e.g. implications to the institution, future application, etc.) and what actions are being taken, including considerations of sustainability.

Lessons learned:
• Data at the program level are sparser and less informative than we would have liked, and Divisions/departments keep ‘shadow’ databases so there’s confusion as to which data sets are official. We have initiated several changes to address this issue including participation in the Delaware Study which will provide some programmatic and program-level comparison data related to costs. We are working with our data management system provider, Ellucian, to reduce reliance on shadow databases and more fully and completely utilize our software system.
• Continued streamlining and refinement of our program and institution level assessment practices is needed, with emphasis on data analysis and actions based on assessment findings.
• LCSC’s assessment and resource allocation system provides a mechanism for implementation and tracking of action steps, action plans, and major review outcomes.

6. A narrative of the process explaining the level of rigor applied.
• Program prioritization criteria and indicators were crafted into a questionnaire. Criteria were developed based on input from faculty, staff, students, and the President’s Assessment Council. The criteria were designed for application to both instructional and non-instructional programs. Additionally, indicators and suggested data sources were identified.
• Division/departmental level data were prepared and provided to instructional programs; for instructional programs, only institutional research-generated data was permitted in responding to the program prioritization questions. Administrative and support programs were charged with utilizing internally generated data and trends.
• Substantive portions of the process include:
  ▪ Programs completed the prioritization questionnaire; to ensure consistency, only institutionally provided data was applied in the responses. At each step in the prioritization process, programs were provided an opportunity for a narrative explanation or elaboration
to ensure administration fully understood the role and function of each program and its relative strengths and weaknesses. Programs (instructional and non-instructional) were also tasked to note additional types of data that would be most useful in supporting ongoing assessment.

- Programs shared their program prioritization questionnaire results within departments.
- Next level supervisors reviewed and provided feedback on the questionnaire.
- All questionnaires were posted to the Institutional Planning, Research and Assessment (IPRA) intranet website for review by campus stakeholders.
- Questionnaire responses were assigned numeric value and quintiled.
- The quintiles were reviewed with the Deans/Department Directors.
- Quintiles were finalized and approved by the President.
- A memorandum detailing the process and general outcome was distributed to faculty, staff and students.
- Timelines for completion of major program reviews and action plans were established.

7. Key (blank) process documents including templates and surveys used to collect the data. If applicable, please include a link to the web application.

Key process documents can be found in the Appendix, including:
- Table of quintiles and indicators
- Program prioritization questionnaire
- GANTT chart/Timeline/Implementation graphic

Web links to key LCSC processes/documents are noted here:
- Institutional Planning, Research and Assessment for assessment documents/dates:
  http://intranet.lcsc.edu/ir/IRintranet/Assessment%20Forms%20and%20Instructions.html
- Provost’s web page for campus information on Program Prioritization:
  http://www.lcsc.edu/provost/program-prioritization/

8. Key milestones and dates throughout the process.

To establish a timeline for completion of program prioritization and track process, a GANTT chart was developed. Progress was tracked on a monthly basis and reported regularly to Faculty Senate, Deans’ Council, President’s Assessment Council, and President’s Cabinet. It was also posted to the program prioritization web page. The GANTT chart is located in the Appendix.

9. The aggregate number of programs in each quintile.

The following tables detail the number and percentages of instructional and non-instructional programs in each quintile/action area.
Q | Expected Action                                               | N=115 | Requirement        |
---|---------------------------------------------------------------|-------|-------------------|
1  | Highly successful: Seek additional resources                  | 23    | Resource plan     |
2  | Highly successful: Sustain current support                    | 23    | Aspirational goals|
3  | Successful: Areas for enhancement identified                  | 23    | Action Plan       |
4  | Multiple elements needing improvement                          | 23    | Action Plan       |
5  | Needs or is undergoing major review/ restructure              | 23    | Review → Action Plan |

10. Was there a hold harmless predetermination for any program(s), and if so, why?

In total, 115 instructional and non-instructional LC programs were prioritized into quintiles, including athletics, professional-technical programs, institutional planning, research and assessment, and the auxiliary enterprises. No programs were held harmless.

11. Key outcomes and recommendations.
   - See #5 for Lessons Learned
   - Major program review and action plan required for quintile 5 programs
     
     All programs in quintile 5 have received explicit direction from the designated VP, Dean and department chair regarding some elements/expected outcomes of the required program review. Restructuring of some programs, processes, and departments is expected based on the major reviews. Review plans with outcomes and timelines are due in October 2014.

   - Action plans required for quintile 3 and 4 programs
     
     Quintile 3 and 4 programs require an *action plan* which addresses areas for improvement identified through the usual college assessment processes. The action plans will be based on explicit direction/expected outcomes from the designated VP, Dean and department chair. Action plans and timelines are due in October 2014. Quintile 4 action plans will address multiple elements where quintile 3 plans may be focused primarily on one key area.

   - Resource plan/Aspirational goals required for quintile 1 and 2 programs
     
     During the annual budgeting process, quintile 1 programs will develop a plan focused on resources needed to enhance program delivery or grow the program. Quintile 2 programs will craft a plan which includes aspirational goals such as growth targets, future collaborations, alternative delivery of programs, etc. Plans/goals are due October 2014.

12. Timelines for next steps.
   a. What immediate steps have already been taken, if any?

     **Immediate steps**, actions and restructuring are already in process as a result of the prioritization and program review process. Examples:

     - Instructional Division Support Lab: reassigned one staff to the Information Technology department to better serve the technology needs of the entire campus community;
relocated lab in closer proximity to the instructional division; enhanced focus in support of program assessment and support to student interns and community partners (SU14).

- Summer School: Created a Program Guidance Initiative committee to assess the current summer school structure and offerings & create a slate of options for reconfiguration. Committee work completed with expected implementation SU15.
- Dental Hygiene: Explore options for partnering with an in-state school (In process).
- Region II Outreach Centers: Explore opportunities for Outreach Centers to better support students matriculating/ going on to college (FA14).
- Grant-funded Student Support Services: Explore possible synergies between grant funded student support services to save on overhead costs; use any resources saved to expand grant activity by increasing direct contact with secondary students (AY14-15).
- College Assessment: Streamline assessment processes, explore mechanisms to ensure accurate, shared data; identify mechanisms for gathering more program level data; reduce dependency on shadow databases (begin FA14).
- College Communications/ Information Technology: Reorganization with web development relocated to IT.

b. What steps will occur in the future (i.e. phased or out-year changes)? This may require an overview of what steps are co-dependent on the actions of others, such as the Board or NWCCU, or what steps are contingent upon further analysis and review by the institution.

Examples of future steps resulting from the prioritization process include:

- Any program restructuring is contingent upon the major program reviews. Decisions are pending until reviews are completed and reviewed by administration.
- Accreditation by NACEP for Dual Credit: To strengthen LCSC’s Dual Credit program, we will initiate the accreditation process beginning FA14. Based on the data requirements, accreditation is anticipated in approximately a 2-year timeframe.
- SBOE/ DPTE action will be required if instructional programs are restructured.
- NWCCU / SBOE/ DPTE teach-out plans if programs are closed or modified.

c. Process improvements (e.g. eliminate duplication, outsource, centralize services, etc.)

Examples of process improvements resulting from the prioritization process include:

- One-Stop Shop for Financial Aid, Admissions & Registrar’s office to streamline student access to critical resources: These major student services offices and associated processes are being reconfigured (physical and personnel) SU14 to enhance accessibility to students.
- Merging of student advising for both academic and professional-technical programs into centralized model: All academic programs have participated in a centralized advising system for the past 3 semesters. This model has been highly successful. Beginning FA14, PTE
students will participate as well, reducing duplication of services, allowing better utilization of staff, and improving student access to needed services

- Anticipated: Possible merging of Dual Credit and Tech Prep functions to better serve secondary students.

Summary

Lewis-Clark State College’s faculty, staff and administration are committed to our mission and meeting the educational needs of students in our service region. We strive to offer high quality, relevant programming to positively contribute to Idaho’s economy.

The program prioritization process provided an opportunity to review all college programs, and was and will be helpful in making well-informed decisions on the allocation and reallocation of college resources. As major reviews are conducted and action plans are crafted, efficiencies in programming and processes is expected.
Appendix

GANTT Chart / Timeline

Criteria & Indicators

LCSC Unit Assessment Document Part D
(Prioritization questionnaire embedded)

Assessment/ Program Prioritization Implementation
<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate PP process to Pres Council</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Draft criteria/ process</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Introduce PP to faculty/ staff</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Introduce PP to students at Roundtable</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Finalize criteria Instructional programs</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Finalize criteria non-Instructional programs</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Draft indicators with students, faculty, staff, Council</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Finalize indicators Instructional/ non-Instructional</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Clarify list of programs</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Programs begin gathering data/ prepping for UAD cycle</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Revamp UAD docs/Update Campus Assmt plan</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Introduce revised UADs to division chairs/ programs</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Begin 2014 college Assessment (UAD) cycle</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>UADs presented within Divisions/ Departments</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>UADs presented to FAACs</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Deans, Directors present recommendations to VPs</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Meet with OSBE staff to determine details of August presentation to SBOE</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Initial population of quintiles by President's Cabinet</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Assign 'action verbiage' to quintiles - President’s Cabinet</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Quintiles/ findings reviewed by Assessment Council</td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>Dissemination/ Comment period for fac, staff, students, Assmt Council</td>
<td></td>
<td>IP</td>
</tr>
<tr>
<td>Quintiles amended based on discussion; dissemination</td>
<td></td>
<td>IP</td>
</tr>
<tr>
<td>Quintiles finalized</td>
<td></td>
<td>IP</td>
</tr>
<tr>
<td>Plans created for programs in lower quintiles (due October 2014)</td>
<td></td>
<td>IP</td>
</tr>
<tr>
<td>VPs/Deans begin planning for implementation of recommendations</td>
<td></td>
<td>IP</td>
</tr>
<tr>
<td>Written report/documentation to SBOE</td>
<td></td>
<td>IP</td>
</tr>
<tr>
<td>Presentation to SBOE</td>
<td></td>
<td>IP</td>
</tr>
<tr>
<td>Share implementation plans with faculty/ staff</td>
<td></td>
<td>IP</td>
</tr>
<tr>
<td>Implementation of recommendations</td>
<td></td>
<td>ongoing</td>
</tr>
<tr>
<td>Criteria</td>
<td>Indicators</td>
<td>Data &amp; Sources</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1. Impact, justification, and overall essentiality of the program | • Is this program mandated by Federal, State, or Idaho State Board of Education policy?  
• Is the program part of the college's mission? What is the connecting relationship between this program and achievement of the institution’s mission?  
• Does the program enhance the college's reputation and benefit the institution?  
• Does the program respond to a unique societal need that the institution values; to what extent does this program help the institution differentiate itself from other colleges and universities?  
• In the last 2 years, has the context changed in which the program is expected to operate? | Mission statement  
• Strategic plan  
• Potential to be state or regional leader  
• Political influence  
• Long-term need vs. short-term demand |
| 2. Quality of program outcomes                        | • What are the program’s indicators of success/ benchmarks and to what degree are they met?  
• What other examples of exemplary performance do program students/ graduates demonstrate?  
• How successful are program graduates in attaining graduate and professional school admission?  
• What are the degrees of student, alumni, employer, and advisory board satisfaction?  
• For two year and transfer programs, did students articulate well into upper-division success at LCSC or the receiving institutions?  
• How successful are program graduates in finding employment in the area in which they studied? | Pass rates, graduation rates, employment rates  
• Measures of grad satisfaction  
• Transfer/ acceptance rates to grad/ prof pg  
• Recognition/ Awards  
• Employer satisfaction  
• Alumni support  
• Faculty Awards |
|                                                      | • Define the program’s external (primary) customers/ stakeholders. To what degree are they served by the program?                                                                                       | U.S. and Idaho DOL projections |
| 3. External demand for the program | • What is the likely potential for future enrollment and/or demand for the program (Department of Labor projections; regional/national projections)?  
• What other forces are at work in the surrounding environment that affect this program? Include any state/federal demands/requirements  
• Do external demands suggest that the institution continue this program?  
• Has the enrollment in the program remained steady, declined, or grown over the last five years; are there more students interested in the program than can be served? | • Enrollments  
• IPEDS reports  
• College Board data  
• Employer feedback  
• Student application info  
• Offer to acceptance rate |
| 4. Internal demand for the program | • Define the program’s internal (secondary) customers/stakeholders. To what degree are they served by the program?  
• What is the relationship of this program to the success of other programs?  
• In what ways would other programs suffer, or possibly fail, without the service courses offered by this program?  
• What proportion of enrollments are for major, minor, general studies, or service purposes?  
• What role does this program play in student retention? | • Enrollments  
• Programs that support majors, minors of other programs  
• SCH generated by major, minor, gen ed and service courses  
• Projections of future demand |
| 5. Net Revenue | • Number of personnel directly supporting program.  
• Budget allocated for the program.  
• How many students (clients, customers, patrons) are being served? Attendance at performances?  
• Degrees or certificates awarded?  
• What is the number of student credit hours generated?  
• Number of students managed under program/projects overseen by program?  
• Ratios: certificates or degrees/faculty or personnel; credit hrs/budget/personnel/students.  
• What are the programs funding sources?  
• Does the program generate income to assist with any of the costs of operation? Does the program provide services to another program that does generate revenue?  
• Does the program receive outside funding (grants; state agencies)?  
• Are any funds the institution receives specifically tied to the success of the program? | • IPRA data sets  
• IPEDS reports  
• Performance Measures report  
• Grants  
• Budget reports  
• Costs per FTE student  
• Special program fee income |
Unit Assessment Document (UAD) Template
Part D—Annual Program Assessment Report
January 2014

UAD General Instructions: Submit your Unit Assessment Document (UAD) draft and any supporting documents in Microsoft Word/Excel-compatible format—PDF files will not be accepted. Use 1.5 inch left margin for “portrait” orientation pages and 1.5 inch top margin for “landscape” orientation pages. Copies of the President’s assessment guidance, UAD formats, timelines, program data, PGs, FAAC information, previous years’ UADs, etc., are available on the IPRA “assessment and planning information” intranet website. If you have questions related to the program assessment process or UAD formats, please contact your supervisor or IPRA at 792-2162.

Purpose: Part D is prepared by each unit at LCSC to report on annual program assessment findings. Part D documents are reviewed by higher level supervisors as well as by LCSC assessment committees—Division/Department Assessment Committees (DACs) and Functional Area Assessment Committees (FAACs). In cases where a major, multi-year program review (for example, a specialized accreditation evaluation) has taken place during the year, the Part D will be used to summarize/complement the results of the more extensive program assessment.

This year’s Part D template includes a questionnaire which addresses the five criteria in LCSC’s SBOE-approved Program Prioritization rubric, i.e.:

1) centrality/essentiality of the program to LCSC’s mission
2) quality of program outcomes
3) external (primary customer/stakeholder) demand
4) internal (secondary customer/stakeholder) demand
5) resources/efficiency (net costs/revenues)

Part D is also used to show the impact of the assessment process on the planning/budgeting process. It documents actions which have been taken in response to previous assessment cycle findings, and it provides a forecast on anticipated recommendations related to resources (personnel, equipment, space, facilities, etc.) and policies/procedures for consideration during the next UAP planning cycle.

Due Date: Program Assessment Monitors will submit Part D reports to the next higher supervisory level (e.g., to division chairs for most academic and professional-technical instructional programs; to deans or vice-presidents if that is the next supervisory level above the program assessment monitor; or to the President for Direct Reporting Units) by 5:00 pm, February 14, 2014. Upon receipt, supervisors will consolidate and email copies of the Part D reports from their units to IPRA for posting on the “assessment and planning information” intranet website. Supervisors are responsible for ensuring that all updates made to UADs during the course of the year are forwarded to IPRA so that the most current versions are posted.

Part D Template: Note—the format below is to be used for all instructional and non-instructional programs. Deans and Vice Presidents may provide additional instructions which are applicable only to their respective units. Check with your supervisor for any special instructions before filling in your Part D. Strive for clear and concise reports. Instructions and examples in blue text should be deleted before submitting your report.
Name of Unit (Reporting Chain): [Example: Humanities Division (Acad. Programs)]

Program:

Program Assessment Monitor:

Date Submitted and Period Covered by the Report: [Part D normally reflects program performance over the current academic/fiscal year. Indicate if the report is for a different period.]

Current as of: [Leave blank. Supervisors enter date in red when updates are made.]

Brief Program Description: [Provide a brief snapshot of the program. What are its key components, sub-functions and purposes? Who are the primary customers and stakeholders? Are there external agencies that regularly assess the program?]

Program Objectives, Performance Measures, Benchmarks, and Results:
[Note: For this year’s assessment cycle, the above list of items is duplicated in the Program Prioritization Questionnaire section on Criterion #2, “Quality of Program Outcomes.” As a short-cut, Program Assessment Monitors may omit listing these items twice and state: “See the list of program objectives, performance measures, benchmarks, and results in the response to Criterion #2 in the Program Prioritization Questionnaire.”]

[List the following for each program objective. The first three items—Objectives, Performance Measures, and Objectives—should reflect the Part B list for the program.]

- Program Objective
- Performance Measure(s) for the objective
- Benchmark(s) for the objective (performance target you established to measure success)
- Results: Actual/projected outcome, and whether benchmark was attained.
- Remarks, if needed

Other program performance results or ratios (not listed in Part B), if any, which you used to assess the program (including any data or ratios requested by your functional area supervisory chain). [If any of these additional or assigned measures pertain to one of the five criteria in the Program Prioritization Questionnaire, do not repeat here but state “See Program Prioritization Questionnaire.”]

Examples:
A. Total student credit hours.
B. Student credit hours passed.
C. Student major count.
D. Total certificates/degrees awarded.
E. Number of requisitions processed.
F. Student financial aid dollars distributed.
G. Adjunct appropriation for 2013.

Program Prioritization Questionnaire

Criterion 1: Impact, justification, and overallessentiality of the program

Which of the following most accurately describes the program? (Select A, B, or C)
A. This program is mandated by Federal, State, or Idaho State Board of Education policy (cite specific code or policy reference in remarks, below) and/or is assessed to be absolutely essential to carrying out LCSC’s assigned mission and strategic plan.

B. This program makes an important contribution to LCSC’s ability to carry out its assigned mission and primary areas of emphasis, but its objectives could potentially be achieved by other programs or the function(s) could be out-sourced to other agencies. Were this program not in place, there might be negative (but not “fatal”) impacts to essential LCSC programs and services.

C. The program supports or complements other core functions at LCSC but is non-essential. While the program is a benefit to the institution and its stakeholder base, it is not considered essential in its own right, nor is it essential to the support of one of LCSC assigned primary emphasis area programs.

Check one of the following:  A. _____ B. _____ C. _____

Justification: Briefly outline your rationale for suggesting a rating of A, B, or C, above. For mandatory programs (those which you propose should be in category “A”), cite the applicable statute or policy which supports that rating. For programs in Category B (important, but not absolutely essential) describe the connecting relationship between this program and achievement of the institution’s mission or to essential LCSC programs and services.

Other Remarks: [If desired, you may also include an additional remarks paragraph which addresses the following considerations. Does the program enhance the college’s reputation and benefit the institution? Does it respond to a unique societal need that the institution values or help the institution differentiate itself from the crowd of other colleges and universities? In the past two years, has the context changed in which the program is expected to operate?]

Criterion 2: Quality of Program Outcomes

Step 1: Summarize the objectives for the program; the methods (assessment tools, metrics, benchmarks, targets) you use to determine whether the outcomes of the program are meeting the stated objectives; and the results of your assessment of the program’s performance this year.

[List the following for each program objective. The first three items—Objectives, Performance Measures, and Objectives—should reflect the Part B list for the program.]

- Program Objective
- Performance Measure(s) for the objective
- Benchmark(s) for the objective (performance target you established to measure success)
- Results: Actual/projected outcome, and whether benchmark was attained.
- Remarks, if needed

Step 2: Based on the results of the assessment tools/metrics above, which of the following statements most accurately describes the program.
A. The program consistently achieves its objectives and meets or exceeds its established targets/benchmarks.

B. The program is approaching its established performance benchmarks and there is a positive trend line indicating it will meet and sustain its targeted level of performance.

C. The program is not currently meeting its defined objectives/targets/benchmarks. Recent trend line of performance is flat or negative.

Check one of the following: A. ___ B. ___ C. ___

Justification: Briefly outline your rationale for suggesting a rating of A, B, or C, above. Keep narrative brief, but provide enough detail for reviewers outside your unit to determine what criteria are being used to define program success, and whether the program’s goals are being attained.

Other Remarks: [If desired, you may also include an additional remarks paragraph which addresses the following considerations. What examples of exemplary performance does the program demonstrate? What are the degrees of student, alumni, and employer satisfaction? For two-year and transfer programs, did students articulate well into upper-division success at LCSC or the receiving institutions? How successful are program graduates in seeking graduate and professional admission?]

Criterion 3: External demand for the program

Step 1: Define the “external” or “primary” stakeholders for this program (as distinct from any internal or secondary stakeholders described under Criterion #4, “Internal/Secondary Demand”).

Step 2: Based on your external or primary stakeholder base, as defined above, which of the following most accurately describes the program?

A. This program directly serves or impacts all or nearly all of the stakeholders in the defined external or primary target population. [Example: all LCSC students (3,000 students representing 90% of the targeted population of all degree-seeking students), all Professional-Technical Students, all community attendees at LCSC Athletic Events, all LCSC employees].

B. This program directly serves or impacts greater than one half of the stakeholders in the defined external or primary target population. [Example: about one-half to two-thirds of students who live in the Residence Halls, half of the employees on main campus, etc.]
C. This program serves a selected number of stakeholders (less than one half) within the defined external or primary stakeholder base. [Example: this program typically supports 5% of LCSC students who participate in domestic and/or overseas exchange programs, or 10% of LCSC employees who need special physical accommodations in their work area].

Check one of the following: A. ___  B. ___  C. ___

Justification: Briefly outline your rationale for suggesting a rating of A, B, or C above. In your response, indicate the absolute (approximate when no real numbers are available) number of stakeholders served, as well as the percentage of the targeted external or primary stakeholder base which that number represents. When applicable, use data specified by your supervisor. Cite data source documents.

Other Remarks: [If desired, you may also include an additional remarks paragraph which addresses the following considerations. Has the enrollment/use of this program remained steady, declined, or grown over the last five years? Are there more students interested in the program than can be served? What is the likely potential for future enrollment in/use of the program? What other forces are at work in the surrounding environment that affects this program? Do external demands suggest that the institution continue this program?]

Criterion 4: Internal demand for the program

Step 1: Define the “internal” or “secondary” stakeholders for this program (as distinct from the external or primary stakeholders described above under Criterion #3, “External/Primary Demand”), if applicable.

Step 2: Based on your internal or secondary stakeholder base, as defined above, which of the following most accurately describes the program?

A. This program directly serves or impacts all or nearly all of the stakeholders in the defined internal or secondary target population

B. This program directly serves or impacts more than one half of the stakeholders in the defined internal or secondary population.

C. This program serves a selected number of stakeholders (less than one half) within the defined internal or secondary stakeholder base. Use category “C” for programs which do not have a significant secondary stakeholder base.

Check one of the following: A. ___  B. ___  C. ___

Justification: Briefly outline your rationale for suggesting a rating of A, B, or C, above. Describe the absolute numbers (approximate when no real numbers are available) as well as the percentage of
people served within your defined external or primary stakeholder base. Whenever available, use data provided by IPRA. Cite data source documents.

Other Remarks: [If desired, you may also include an additional remarks paragraph which addresses the following considerations. What is the relationship of this program to the success of other programs? What proportion of enrollments are for major, minor, general studies, or service purposes? What programs would suffer, or possibly fail, without the service courses offered by another program? What role does this program play in student retention? ]

Criterion 5: Net Revenue/Cost Factors

Step 1: Input Analysis: Review and confirm personnel/budget/output metrics provided for this program by IPRA, the Budget Office, and, if applicable, your supervisor.

- Number of personnel (non-duplicated, based on proportion of time spent on program) directly supporting the program.
- Budget allocated for the program (PC, OE, CO, and IH costs) and source of funds (General Education, Professional-Technical Education, Local, Grants/Auxiliaries, Gifts, Program Revenues).

Step 2: Output Analysis: Review and confirm the key output numbers for your program (including any measures specified by Administration in consultation with Division/Department supervisors, Deans, etc.):

- Output measure 1: (example: student credit hours passed)
- Output measure 2: (example: number of students majoring in program).
- Output measure 3: (example: number of students who received a certificate)
- Output measure 4: (example: number of student cases managed under program)
- Output measure 5: (example: number of projects overseen by program)

Step 3: Ratio Analysis: Review and confirm the ratios of inputs/outputs or outputs/inputs derived from the above data:

- Ratio 1: (example: number of certificates/degrees awarded annually divided by number of faculty/personnel assigned to the program)
- Ratio 2: (example: number of credit hours passed in the program divided by the funds budgeted to support the program)
- Ratio 3: (example: number of personnel directly supporting the program divided by the number of students majoring in the program)

Step 4: Which of the following statements most closely describes the funding model for your program?

A. This program relies primarily on appropriated funds (General Education, Professional-Technical Education, and/or student fees) to sustain its operations.
B. This program depends upon appropriated funding, but generates a significant percentage (greater than 30% of total budget) from external sources such as federal or state grants, private gifts, or resources provided to the program by a collaborating institution.

C. This program is a self-supporting or auxiliary type operation which receives between zero and ten percent of its operating dollars from appropriated funds.

Check one of the following:  A. ___  B. ___  C. ___

Justification/Remarks: If desired, briefly explain or provide additional comments related to your selection of “A, B, or C” above, or to any of the input measures, output measures, or input/output ratios.

____________________ (End of Questionnaire Section)

RESULTS

Briefly summarize the results of your annual program review using the three categories listed below (strengths, opportunities for improvement, and other insights/findings). How well is the program meeting the goals you have established to meet the needs of your students, customers, and/or other stakeholders? What actions are you taking (or recommending for action) to improve the program, based on your assessment findings?

[Provide a brief, clear, executive summary of the results of your program review. If a lengthy, more detailed assessment report also was prepared (e.g., in response to a specialized accreditation evaluation), cross-reference this in your remarks—do not need to repeat all details of an extensive program review in this report if documented elsewhere. Remember that unit supervisors, division chairs, deans, vice presidents, and colleagues from other functional areas, etc., will read your report—strive to make your report comprehensible to lay readers.]

Strengths: Which aspects of the program are going well? What do you see as positive trends? What are the program’s success stories, and to what do you attribute that success? What positive feedback have you received from students, customers, auditors, and other stakeholders? Did any program changes you made in response to last year’s assessment findings have a positive impact?

Opportunities for Improvement: What areas need improvement within the program? What program or process weakness did you observe? Are there areas for improvement that require assistance from outside sources (resources, expertise, process/policy revisions, training)?

Other Insights/Findings/Comments: What other significant findings emerged from your annual program assessment? Did you develop any specific suggestions or recommendations for improving your program or other programs/processes at LCSC which support your program?

Impact on Upcoming Planning Cycle: Briefly comment on any findings that may impact next fall’s strategic planning and Unit Action Plan process. Outline any other key points that should be elevated through your supervisory chain to the administration or to sister-units.
Program Assessment Monitor Name:
Date of Submission:

First-Level Supervisor Review: [Comments, Name, Position, Date]

Second-Level Supervisor Review: [Comments, Name, Position, Date]

Vice-President Review (President for DRUs): [Comments, Name, Position, Date]
Assessment Cycle/ PP Implementation

Campus Review

April/ May

April

President's Cabinet (Decision-making)

President's/ Assessment Council (Fit with Strategic Plan)

March

February

February 14

Programs (Internal - UADs)

Deparments/ Divisions (DAC) (Sharing/ Critique)

FAACs (Sharing/ Critique)
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<table>
<thead>
<tr>
<th>TAB</th>
<th>DESCRIPTION</th>
<th>ACTION</th>
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</table>
| 1     | **BAHR – SECTION I**  
Optional Retirement Plan Amendments                                           | Motion to Approve       |
| 2     | **BAHR – SECTION I - BOISE STATE UNIVERSITY**  
403(b) Supplemental Retirement Plan – New Participant                          | Motion to Approve       |
| 3     | **BAHR – SECTION II - IDAHO STATE UNIVERSITY**  
Enterprise Resource Planning Hardware Replacement Purchase                      | Motion to Approve       |
| 4     | **BAHR – SECTION II - UNIVERSITY of IDAHO**  
AT&T License Agreement – Theophilus Tower                                         | Motion to Approve       |
| 5     | **IRSA** – Quarterly Report: Programs and Changes  
Approved by Executive Director                                                    | Motion to Approve       |
| 6     | **IRSA** – Higher Education Research Council Appointment                        | Motion to Approve       |
| 7     | **IRSA** – Agenda Item Pulled                                                  | Motion to Approve       |
| 8     | **PPGA** – Bi-monthly Report: University Approved Alcohol Permits               | Motion to Approve       |
| 9     | **PPGA** – Indian Education Committee Appointment                               | Motion to Approve       |
| 10    | **SDE** – Adoption of Curricular Materials                                      | Motion to Approve       |
| 11    | **SDE** – Teacher Certification/Endorsement Program Approval – Lewis-Clark State College | Motion to Approve   |
## BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by __________ Seconded by __________ Carried Yes ______ No ______
SUBJECT
Optional Retirement Plan (ORP)

REFERENCE
December 2011 Amendments to bring the ORP into compliance with federal tax law
October 2012 Amendments to clarify ORP cash withdrawal provisions

APPLICABLE STATUTES, RULE OR POLICY
Idaho Code 33-107A, 107B
Idaho State Board of Education Governing Policies & Procedures, Section II.K

BACKGROUND / DISCUSSION
In its review of the ORP for purposes of issuing a favorable determination letter, the Internal Revenue Service (IRS) requested two technical amendments to the ORP document.

First, the IRS requested an amendment to define the term "leased employee," which appears in the definition of "Eligible Employee" in section 1.8. The amendment defines the term "leased employee" according to tax laws.

Second, the IRS also requested an amendment to clarify the ORP’s definition of "compensation" for purposes of tax laws that limit contributions to the Plan to a maximum of 100% of a participant's "compensation" per year. The amendment defines "compensation" for this purpose as wages subject to income tax withholding (plus some elective deferrals that laws exclude from wages for tax withholding). This definition is one of several optional definitions of "compensation" permitted by applicable U.S. Treasury Regulations.

IMPACT
The first amendment will not affect ORP operations because it is merely a clarification of an existing ORP provision.

Likewise, the second amendment will not affect ORP operations because (i) the ORP provides for contributions at a rate well below 100% of a participant's compensation; and (ii) the ORP’s definition of "compensation" for purposes other than this tax law limit will remain unchanged.

ATTACHMENTS
Attachment 1 – Amendments to Optional Retirement Plan document Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Board tax counsel prepared amendments to the ORP consistent with the IRS request. The amendments were submitted by Board tax counsel to the IRS
earlier this summer subject to approval by the Board. Board counsel and staff received a letter dated July 1, 2014 from the IRS with notification of initial approval of the ORP determination letter application.

Staff recommends approval.

BOARD ACTION
I move to approve the amendments to the Optional Retirement Plan as set forth in Attachment 1.

Moved by____________ Seconded by____________ Carried Yes____ No____
AMENDMENTS TO
IDAHO STATE BOARD OF EDUCATION OPTIONAL RETIREMENT PLAN
IN RESPONSE TO IRS DETERMINATION LETTER REVIEW

1. Amend Plan section 1.8 as follows, effective January 1, 2008:

Replace the sentence "The term Eligible Employee shall not include any leased employee deemed to be an employee of the Institution as provided in Code section 414(n)" with the following:

The term Eligible Employee shall not include a "leased employee" as defined in Code section 414(n), which defines a "leased employee" as any person (other than an employee of the recipient) who pursuant to an agreement between the recipient and any other person ("leasing organization") has performed services for the recipient (or for the recipient and related persons determined in accordance with Code section 414(n)(6)) on a substantially full time basis for a period of at least one year, and such services are performed under primary direction or control by the recipient.

2. Add the following to the end of Plan section 4.8, effective January 1, 2008:

(b) Solely for purposes of applying Code section 415 limits, compensation is defined as wages within the meaning of Code section 3401(a), plus amounts that would be included in wages but for an election under Code section 125(a), 132(f)(4), 402(e)(3), 402(h)(1)(B), 402(k) or 457(b), all as described in Treas. Reg. section 1.415(c)-2.
BOISE STATE UNIVERSITY

SUBJECT
New 403(b) Supplemental Retirement Plan participant

REFERENCE
June 2011 Idaho State Board of Education (Board) approved 403(b) Supplemental Retirement Plan
August 2013 Board approved technical amendments to Plan document
February 2014 Board approved changes to Plan contribution rates

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-107C and 59-513 Idaho Code

BACKGROUND/DISCUSSION
Boise State University (BSU) requests approval to add Kenneth Petersen, Ph.D., the new dean of the College of Business and Economics, as a participant in the Board’s 403(b) Supplemental Retirement Plan.

Dr. Petersen served in the United States Navy and Navy Reserve for 17 years, earning his doctorate in operations and sourcing management in 1999 from Michigan State University. He has held faculty positions at University of Oregon, Arizona State University, Colorado State University and University of Tennessee, where he served as the John H. “Red” Dove Professor of Supply Chain Management.

IMPACT
Participation in the 403(b) Supplemental Retirement Plan is an important recruitment and retention tool for the University. Dr. Petersen contributed to a supplemental retirement plan with his former employer; he would like to continue that practice at Boise State University.

Dr. Petersen’s contribution rates will mirror Dr. Kustra and Mark Coyle’s contribution rates for the balance of 2014; thereafter, in accordance with plan amendments approved by the Board in February 2014, all participant contribution rates will adjust to 3.5 percent for employer contributions and 2.5 percent employee contributions.

ATTACHMENTS
Attachment 1 -- Supplemental Retirement 403(b) Plan Appendix A Page 3
STAFF COMMENTS AND RECOMMENDATIONS

The only Board-approved participants currently in the plan are university presidents, two coaches and an athletic director. There are no deans or other administrators participating in the plan at this time. Offering this benefit is really a business decision for the institution in terms of how much they are willing to pay in the form of deferred compensation in support of recruitment and retention efforts.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to add Kenneth Petersen as a participant to the 403(b) Supplemental Retirement Plan as presented in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
APPENDIX A

ELIGIBLE EMPLOYEES

The contribution percentages listed in this Appendix A are set by a formula established by the Employer. Each Eligible Employee has not exercised any control, direct or indirect, over the contribution percentages listed in this Appendix A.

1. For Calendar Years 2011 and 2012 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

<table>
<thead>
<tr>
<th>Employee</th>
<th>Employer Contribution</th>
<th>Mandatory Employee Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Kustra</td>
<td>3.46%</td>
<td>2.60%</td>
</tr>
<tr>
<td>Arthur Vailas</td>
<td>2.98%</td>
<td>2.24%</td>
</tr>
<tr>
<td>Chris Petersen</td>
<td>10.52%</td>
<td>6.97%</td>
</tr>
<tr>
<td>Leon Rice</td>
<td>3.59%</td>
<td>2.70%</td>
</tr>
</tbody>
</table>

2. For Calendar Year 2011 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

<table>
<thead>
<tr>
<th>Employee</th>
<th>Employer Contribution</th>
<th>Mandatory Employee Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Duane Nellis</td>
<td>6.90%</td>
<td>5.19%</td>
</tr>
</tbody>
</table>

3. For Calendar Year 2012 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

<table>
<thead>
<tr>
<th>Employee</th>
<th>Employer Contribution</th>
<th>Mandatory Employee Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Duane Nellis</td>
<td>3.41%</td>
<td>2.56%</td>
</tr>
</tbody>
</table>

4. For Calendar Years 2013 and 2014 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

<table>
<thead>
<tr>
<th>Employee</th>
<th>Employer Contribution</th>
<th>Mandatory Employee Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Kustra</td>
<td>3.56%</td>
<td>2.70%</td>
</tr>
<tr>
<td>Arthur Vailas</td>
<td>3.08%</td>
<td>2.34%</td>
</tr>
<tr>
<td>Chuck Staben</td>
<td>3.51%</td>
<td>2.66%</td>
</tr>
</tbody>
</table>
5. For calendar year 2015 and each calendar year thereafter, the Contributions Amounts (as referenced in Section 2.5) for each Eligible Employee listed below shall be as follows:

<table>
<thead>
<tr>
<th>Employee</th>
<th>Employer Contribution</th>
<th>Mandatory Employee Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Kustra</td>
<td>3.50%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Arthur Vailas</td>
<td>3.50%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Chuck Staben</td>
<td>3.50%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Mark Coyle</td>
<td>3.50%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Bryan Harsin</td>
<td>3.50%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Leon Rice</td>
<td>3.50%</td>
<td>2.50%</td>
</tr>
<tr>
<td><strong>Kenneth Petersen</strong></td>
<td><strong>3.56%</strong></td>
<td><strong>2.70%</strong></td>
</tr>
</tbody>
</table>
CONSENT AGENDA
AUGUST 14, 2014

IDAHO STATE UNIVERSITY

SUBJECT
Enterprise Resource Planning Hardware Replacement

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.I.

BACKGROUND/DISCUSSION
The servers that currently run on the core software of Idaho State University’s (ISU) Banner Enterprise Resource Planning (ERP) system were purchased in the spring of 2007. They have served the University well over the past seven years, but are near the end of their useful life.

After extensive analysis of many options for a new hardware platform for these core University services, the University proposes to purchase equipment to replace these servers. The servers and associated network and storage equipment represent the current state of the art for modern enterprise operations. The proposed solution also enhances the business continuity/disaster recovery plans of the University by dividing the servers between two existing computer operations centers on campus. All purchases will be made in conformance with state purchasing policies and procedures. Most purchases will be made from vendors on existing state contracts.

IMPACT
The total estimated cost for the purchase of these servers and associated system software licenses, including three years of maintenance, is $1,418,244, funded by appropriated funds.

ATTACHMENTS
Attachment 1 – Summary of project costs Page 3
Attachment 2 – Budgetary quote for servers, network equipment, and storage from Presidio Page 4
Attachment 3 – Budgetary quote for VMWare licenses from Dell Page 14
Attachment 4 – Budgetary quote for Oracle linux licenses from Dell Page 16
Attachment 5 – Budgetary quote for Commvault backup licenses from ASG Page 18

STAFF COMMENTS AND RECOMMENDATIONS
Staff recommends approval.
BOARD ACTION

I move to approve the request by Idaho State University to replace Enterprise Resource Planning (ERP) hardware at an estimated cost not to exceed $1,418,244, funded by appropriated funds.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
Idaho State University
ERP Hardware Replacement Project

<table>
<thead>
<tr>
<th>System</th>
<th>Cost incl 3 yr maint</th>
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<tbody>
<tr>
<td>Computer servers (Presidio)</td>
<td>$215,256</td>
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<tr>
<td>Storage (Presidio)</td>
<td>$310,483</td>
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<td>Network equipment (Presidio)</td>
<td>$495,454</td>
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<tr>
<td>Racks &amp; misc. parts (Presidio)</td>
<td>$14,661</td>
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<tr>
<td>Hardware installation (Presidio)</td>
<td>$70,160</td>
</tr>
<tr>
<td>VMWare licenses (Dell)</td>
<td>$94,083</td>
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<tr>
<td>Oracle linux licenses (Dell)</td>
<td>$75,499</td>
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<tr>
<td>Commvault Back-up licenses (ASG)</td>
<td>$28,017</td>
</tr>
<tr>
<td>AppWorx job scheduling licenses</td>
<td>$16,800</td>
</tr>
<tr>
<td>COBOL runtime licenses</td>
<td>$4,356</td>
</tr>
<tr>
<td>Project contingency (10%)</td>
<td>$93,476</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,418,244</strong></td>
</tr>
</tbody>
</table>

Budgetary quotes for major items are provided in the attachments that follow for review. Some individual prices may vary, but the total budget will not increase.
## Oracle UCS and DC Refresh with MDS and EMC

**Title:** Oracle UCS and DC Refresh with MDS and EMC  
**To:** Mark Norviel  
ID State University  
PO BOX 8110  
POCATELLO, ID 83209  

**Quote #:** 11525683-06  
**Date:** 06/12/2014  
**Page:** 1 of 10

### From:
Jamie Kelley  
Presidio Networked Solutions Group, LLC  
225 N. 9th Street  
Suite 610  
Boise, ID 83702

**Phone:** 208.338.7960  
**Fax:**  
**Email:** jkelley@presidio.com  

#### Account Manager:
Jamie Kelley

#### Phone:
2082824246  
**Email:** norvmark@isu.edu

### Oracle UCS and DC Refresh with MDS and EMC

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<tr>
<th>#</th>
<th>Part #</th>
<th>Description</th>
<th>Qty</th>
<th>Price</th>
<th>Ext Price</th>
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</thead>
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<tr>
<td>1</td>
<td>N2K-C2248TP</td>
<td>N2K-C2248TP-1GE (48x100/1000-T+4x10GE), airflow/power option</td>
<td>7</td>
<td>$4,950.00</td>
<td>$34,650.00</td>
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<td>2</td>
<td>CON-SNTP-C2248TP</td>
<td>SMARTNET 24X7X4 N2K-C2248TP-1GE (48x100/1000-T+4x10GE), airflow/power option</td>
<td>7</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>3</td>
<td>CAB-9K12A-NA</td>
<td>Power Cord, 125VAC 13A NEMA 5-15 Plug, North America</td>
<td>14</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>4</td>
<td>N2248TP-FA-BUN</td>
<td>Standard airflow pack: N2K-C2248TP-1GE, 2AC PS, 1Fan</td>
<td>7</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>5</td>
<td>CON-SNTP-2248TFA</td>
<td>SMARTNET 24X7X4 Standard airflow pack: N2K-C2248TP-1GE, airflow/power option</td>
<td>7</td>
<td>$702.00</td>
<td>$4,914.00</td>
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<td>41</td>
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<td>52</td>
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CONSENT - BAHR - SECTION II
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<td>N7K-C7004-FD-MB</td>
<td>Nexus 7004 Front Door Kit</td>
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<td>56</td>
<td>DCNM-PAK</td>
<td>DCNM Advanced License Kit for Nexus and MDS switches</td>
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**Total [Nexus 7ks and 2ks]: $433,235.20**

### MDS and Catalyst 6500 Switches

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<td>DS-C9148D-8G16P-K9</td>
<td>MDS 9148 with 16p enabled, 16x8GFC SW optics, 2 PS</td>
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<td>8 Gbps Fibre Channel SW SFP+, LC</td>
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<td>Internal 1G Compact Flash</td>
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<td>Catalyst 6500 Supervisor Engine 2T Baseboard</td>
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**Total [MDS and Catalyst 6500 Switches]: $62,219.10**

### UCS Equipment

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**Total [UCS Equipment]: $0.00**
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**Total [UCS Equipment]:** $215,256.49

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### VNX 5400 with Recoverpoint

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<td>EMC Training Credit</td>
<td>Training credits for four people</td>
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Total [VNX 5400 with Recoverpoint]: $310,483.20

### APC Equipment

<p>| | | |</p>
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<td>194</td>
<td>AR7580A</td>
<td>Vertical Cable Manager for NetShelter SX 750mm Wide 42U (Qty 2)</td>
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<td>195</td>
<td>AR3150</td>
<td>NetShelter SX 42U 750mm Wide x 1070mm Deep Enclosure with Sides Black</td>
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<td>196</td>
<td>AP7598</td>
<td>Rack PDU,Basic,Zero U,12.5kW,208V,(30)C13,(6)C19;10’ Cord</td>
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<td>197</td>
<td>AR7700</td>
<td>NetShelter SX 600mm/750mm Stabilizer Plate</td>
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<td>AR8100</td>
<td>M6 Hardware for 600mm Wide Enclosures</td>
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<td>199</td>
<td>AR8136BLK200</td>
<td>APC 1U 19 Black Modular Toolless Blanking Panel - Qty 200’</td>
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<td>APC Equipment</td>
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<td>Presidio Professional Services</td>
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<td>200 PS-SVC-TM Hourly for Presidio employee labor</td>
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<td><strong>Total [Presidio Professional Services]:</strong></td>
<td></td>
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</table>

| Sub Total:                         | $1,106,014.53 |
| Grand Total:                       | $1,106,014.53 |
Additional Terms
The following terms and conditions ("Additional Terms") shall govern this ORDER/PROPOSAL unless a valid Master Services & Product Agreement has been executed between the parties for professional services and/or product and is in force at the time this ORDER/PROPOSAL is executed, in which case the terms of the Master Services & Product Agreement shall govern to the extent that they are inconsistent with this ORDER/PROPOSAL.

1. Purchase Orders, Invoicing, Payment and Acceptance. Any purchase order submitted by CLIENT in connection with this ORDER/PROPOSAL shall be deemed subject to these Additional Terms and this ORDER/PROPOSAL. Unsigned, electronically submitted purchase orders shall be deemed to include CLIENT’s electronic signature and shall be binding to the extent accepted by PRESIDIO. PRESIDIO’s performance of such purchase order shall not constitute Presidio Networked Solutions Group, LLC’s (“Presidio Networked Solutions Group, LLC” or “PRESIDIO”) acceptance of new or different terms, including pre-printed terms on such order. In absence of a purchase order, CLIENT agrees that its signature below grants PRESIDIO the right to invoice CLIENT and authorizes payment to PRESIDIO for the amounts owed. Further, CLIENT represents that PRESIDIO can rely on such CLIENT signature for payment. PRESIDIO shall invoice CLIENT for the Products and/or Services in accordance with the terms stated in the ORDER/PROPOSAL. The price included herein reflects a 3% discount for payment by cash, check or wire transfer. This discount will not apply in the event that CLIENT pays using a credit card or debit card. CLIENT shall make payment to PRESIDIO within thirty (30) days from the date of invoice. Except for taxes due on PRESIDIO’s net income, CLIENT shall pay all taxes. PRESIDIO reserves the right to bill CLIENT for additional work requested by CLIENT and performed by PRESIDIO, and for applicable expenses incurred by PRESIDIO pursuant to providing such additional services, which are not described in this ORDER/PROPOSAL. Unless otherwise indicated in this ORDER/PROPOSAL, CLIENT agrees that staff augmentation services and services performed on a time and materials basis shall be deemed accepted as performed. Unless otherwise indicated in this ORDER/PROPOSAL, Projects shall be deemed accepted upon the earlier of PRESIDIO’s receipt a signed Project Completion and Acceptance document which has been signed and dated by an authorized representative of CLIENT, or sixty (60) calendar days from the date of the delivery of the final Project deliverable.

2. Purchase of Product. All Products delivered to CLIENT hereunder shall be shipped FOB origin, freight collect. Title and risk of loss shall pass to CLIENT at point of origin. Products shall be deemed accepted upon delivery.

3. Limitations of Warranties. PRESIDIO warrants that Services shall be provided by competent personnel in accordance with applicable professional standards. ALL PRODUCTS PROVIDED BY PRESIDIO ARE PROVIDED "AS IS," WITH ALL FAULTS. PRESIDIO MAKES NO OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. ANY AND ALL ORIGINAL EQUIPMENT MANUFACTURER (OEM) WARRANTIES, CERTIFICATIONS AND GUARANTEES, IF ANY, ARE PASSED THROUGH TO CLIENT.

4. Intellectual Property. CLIENT acknowledges that PRESIDIO, its vendors, and/or its licensors retain all patents and/or copyrights in and to all proprietary data, processes and programs, if any, provided in connection with Services performed hereunder; any PRESIDIO software provided to CLIENT as part of the Services provided shall be subject to the vendor's, licensor's or OEM's copyright and licensing policy. To the extent such software is prepared by PRESIDIO, it is provided by nontransferable, nonexclusive license for CLIENT's internal use only, subject strictly to the terms and conditions of this Agreement, and shall be accompanied by termination or expiration of this Agreement. CLIENT shall not duplicate, use or disclose for the benefit of third parties, reverse engineer or decompile any such software.

5. Confidential Information. The parties agree that Confidential Information means any information disclosed by the disclosing party to the receiving party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including without limitation documents, prototypes, samples, plant and equipment, "CLIENT" lists or other "CLIENT" information not known to the public), which is designated as "Confidential," "Proprietary" or some similar designation, or is the type of information which should reasonably be recognized as Confidential or Proprietary. The receiving party shall not use any Confidential Information of the disclosing party for any purpose except to evaluate and engage in discussions concerning this Proposal. Each party agrees to protect the other party's Proprietary and Confidential Information to the same extent that it protects its own Proprietary and Confidential Information but with no less than a reasonable degree of care.

6. Limitation of Liability. IN NO EVENT SHALL PRESIDIO BE LIABLE TO CLIENT FOR ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES OF ANY KIND WHATSOEVER, ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. PRESIDIO’S ENTIRE LIABILITY AND CLIENT’S EXCLUSIVE REMEDY FOR DAMAGES FROM ANY CAUSE WHATSOEVER, INCLUDING, BUT NOT LIMITED TO, NONPERFORMANCE OR MISREPRESENTATION, AND REGARDLESS OF THE FORM OF ACTIONS, SHALL BE LIMITED TO THE AMOUNT WHICH HAS BEEN ACTUALLY PAID TO PRESIDIO BY CLIENT FOR SERVICES AND/OR PERFORMANCE HEREUNDER. Without limiting the foregoing, PRESIDIO will have no responsibility for the adequacy or performance of (i) any third party software provided to PRESIDIO under this agreement; (ii) any hardware, and (iii) any services provided by any third party.

7. Non-Solicitation Provision. During the term of this ORDER/PROPOSAL and for twelve (12) months thereafter, neither party will solicit for a permanent or other position any employee or subcontractor of the other party to whom that party was introduced as a result of this ORDER/PROPOSAL. Should a party solicitor and/or hire such an employee or contractor from the other party, the soliciting and/or hiring party shall pay to the other party an administrative fee equal to 1 year's salary of the employee's new salary at the soliciting and/or hiring party's new company.

8. Equal Opportunity/Affirmative Action Employer. PRESIDIO is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, age, color, religion, gender, national origin, disability, sexual orientation, or veteran status.

9. Export Law Compliance. CLIENT has been advised that all Products purchased hereunder and PRESIDIO Confidential Information are subject to the Export Law Compliance. CLIENT agrees to comply with all applicable United States export control laws, and regulations, as from time to time amended, including without limitation, the laws and regulations administered by the United States Department of Commerce and the United States Department of State.

10. Document Control/Responsibility. CLIENT is responsible for maintaining its own procedures for the reconstruction of lost or altered files, backup or saving of data or programs to the extent deemed necessary by CLIENT and for actually reconstructing any lost or altered files, data or programs. PRESIDIO assumes no responsibility for the protection of CLIENT’s data. PRESIDIO is not liable for damage to software or data caused by use of the computer's hardware equipment. CLIENT agrees that it shall have the sole responsibility for safeguarding the software and data during service work performed by PRESIDIO. PRESIDIO is not liable for software damage due to any outside factor, i.e. software virus.

11. Force Majeure. Neither party shall be liable for any failure or delay in performance of its obligations hereunder where such performance is prevented or delayed by causes beyond its reasonable control, including without limitation, flood, war, embargo, strike or other labor dispute, riot, acts of God or the intervention of any government authority.

12. Choice of Law and Venue. The parties will attempt to settle any claim or controversy arising under this ORDER/PROPOSAL through consultation and negotiation in good faith and a spirit of mutual cooperation. This ORDER/PROPOSAL and all matters relating thereto shall be governed exclusively by the substantive law of the State of Texas. Any dispute relating directly or indirectly to this ORDER/PROPOSAL or any other contract or agreement between the parties which cannot be resolved through the process of consultation and negotiation shall be brought in a court of competent jurisdiction in Dallas County, Texas, that being the exclusive venue for any dispute between or any claims held by any of the parties to this ORDER/PROPOSAL.

13. CLIENT Credit. As an inducement to provide the Services and/or the Products, CLIENT hereby represents and warrants that it is solvent, that it pays its obligations as they come due. CLIENT agrees that PRESIDIO that PRESIDIO has the right to obtain the credit history of the applicant and
authorizes PRESIDIO to secure such information by its signature herein.

14. Financing. In the event CLIENT finances the Products and/or Services on the ORDER/PROPOSAL via a lease, CLIENT shall remain ultimately responsible for all payments to PRESIDIO and for providing all requisite information and documentation to the third party financing/leasing company.

15. Miscellaneous. This ORDER/PROPOSAL constitutes the entire agreement of the parties and supersedes all prior written or oral agreements, representations and understandings relating to the subject matter hereof, with the exception of a valid Master Services and Product Agreement between the parties under the terms of which this ORDER/PROPOSAL shall be incorporated. This ORDER/PROPOSAL shall not be amended or modified except by written instrument signed by the parties. Should additional work beyond the scope of the Services detailed herein by PRESIDIO be requested by CLIENT, fees for such additional Services will be negotiated with CLIENT prior to performing such work and will be memorialized in writing between the Parties by utilizing a Project Change Request form ("PCR") or an additional ORDER/PROPOSAL, as appropriate. PRESIDIO will invoice CLIENT for any additional work performed and expenses incurred which are not described in this ORDER/PROPOSAL. The Parties agree that neither may assign its rights or duties under this contract without the prior written consent of the other Party, which consent shall not be unreasonably withheld. Each party has had an opportunity to consult with advisors of its own choosing, including legal counsel and/or accountants and has been advised regarding the legal and/or tax effects of this document.

16. Severability. The provisions of this Agreement are severable. If any provision of this Agreement or its application to any person or circumstance is ever held by any court of competent jurisdiction to be invalid for any reason, the remainder of this Agreement and the application of such provision or part of this Agreement to other persons or circumstances shall not be affected.

Each party has had an opportunity to consult with advisors of its own choosing, including legal counsel and/or accountants and has been advised regarding the legal and/or tax effects of this ORDER.

No signed quote. PO required.


**QUOTATION**

Quote #: 686176371  
Customer #: 77238776  
Contract #: 81AEA  
CustomerAgreement #:  
Quote Date: 07/07/2014  
Customer Name: IDAHO STATE UNIV

Date: 7/7/2014

Thanks for choosing Dell! Your quote is detailed below; please review the quote for product and informational accuracy. If you find errors or desire certain changes please contact your sales professional as soon as possible.

**Sales Professional Information**

SALES REP: MICHAEL FULTON  
PHONE: 1800 - 4563355  
Email Address: Drew_Fulton@Dell.com  
Phone Ext: 5139008

**SOFTWARE & ACCESSORIES**

<table>
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<th>Product</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Total</th>
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**GROUP TOTAL: $90,860.77**

**COMMENT**

QUOTE EXPIRES 8/31/14
**Total Purchase Price:** $90,860.77  
**Product Subtotal:** $90,860.77  
**Tax:** $0.00  
**Shipping & Handling:** $0.00  
**State Environmental Fee:** $0.00  
**Shipping Method:** LTL 5 DAY OR LESS  

* Amount denoted in $*

**Statement of Conditions**  
The information in this document is believed to be accurate. However, Dell assumes no responsibility for inaccuracies, errors, or omissions, and shall not be liable for direct, indirect, special, incidental, or consequential damages resulting from any such error or omission. Dell is not responsible for pricing or other errors, and reserves the right to cancel orders arising from such errors. Dell may make changes to this proposal including changes or updates to the products and services described, including pricing, without notice or obligation.

**Terms of Sale**  
This quote is valid for 30 days unless otherwise stated. Unless you have a separate written agreement that specifically applies to this order, your order will be subject to and governed by the following agreements, each of which are incorporated herein by reference and available in hardcopy from Dell at your request:

- If this purchase is for your internal use only: Dell’s Commercial Terms of Sale (www.dell.com/CTS), which incorporate Dell’s U.S. Return Policy (www.dell.com/returnpolicy) and Warranty (www.dell.com/warrantyterms).
- If this purchase is intended for resale: Dell’s Reseller Terms of Sale (www.dell.com/resellerterms).
- If this purchase includes services: in addition to the foregoing applicable terms, Dell’s Service Terms (www.dell.com/servicecontracts/global).

You acknowledge having read and agree to be bound by the foregoing applicable terms in their entirety. Any terms and conditions set forth in your purchase order or any other correspondence that are in addition to, inconsistent or in conflict with the foregoing applicable online terms will be of no force or effect unless specifically agreed to in a writing signed by Dell that expressly references such terms.

**Additional Terms for Public Customers**  
If you are a department, agency, division, or office of any district, state, county or municipal government within the United States (“Public Customer”), the following terms (“Public Customer Terms”) apply in addition to the foregoing terms:

- A. If any portion of the foregoing terms and conditions (or any terms referenced therein) is prohibited by law, such portion shall not apply to you. Notwithstanding anything to the contrary, the End User License Agreements shall take precedence in all conflicts relevant to your use of any software. B. By placing your order, you confirm that (1) you are a contracting officer or other authorized representative of Public Customer with authority to bind the Public Customer to these terms and conditions, and (2) you have read and agree to be bound by these terms and conditions.

**Pricing, Taxes, and Additional Information**  
All product, pricing, and other information is valid for U.S. customers and U.S. addresses only, and is based on the latest information available and may be subject to change. Dell reserves the right to cancel quotes and orders arising from pricing or other errors. Sales tax on products shipped is based on your “Ship To” address, and for software downloads is based on your “Bill To” address. Please indicate any tax-exempt status on your PO, and fax your exemption certificate, including your Customer Number, to the Dell Tax Department at 800-433-9023. Please ensure that your tax-exemption certificate reflects the correct Dell entity name: Dell Marketing L.P. Note: All tax quoted above is an estimate; final taxes will be listed on the invoice. If you have any questions regarding tax please send an e-mail to Tax_Department@dell.com.

For certain products shipped to end-users in California, a State Environmental Fee will be applied to your invoice. Dell encourages customers to dispose of electronic equipment properly. All information supplied to IDAHO STATE UNIV for the purpose of this proposal is to be considered confidential information belonging to Dell.

**About Dell**  
Dell Inc. listens to customers and delivers innovative technology and services they trust and value. Uniquely enabled by its direct business model, Dell is a leading global systems and services company and No. 34 on the Fortune 500. For more information, visit www.dell.com.

**Privacy Policy**  
Dell respects your privacy. Across our business, around the world, Dell will collect, store, and use customer information only to support and enhance our relationship with your organization, for example, to process your purchase, provide service and support, and share product, service, and company news and offerings with you. Dell does not sell your personal information. For a complete statement of our Global Privacy Policy, please visit dell.com/privacy.
Thanks for choosing Dell! Your quote is detailed below; please review the quote for product and informational accuracy. If you find errors or desire certain changes please contact your sales professional as soon as possible.

### Sales Professional Information

**SALES REP:** MICHAEL FULTON  
**PHONE:** 1800 - 4563355  
**Email Address:** Drew_Fulton@Dell.com  
**Phone Ext:** 5139008

### SOFTWARE & ACCESSORIES

<table>
<thead>
<tr>
<th>Product</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Total</th>
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**COMMENT**

QUOTE EXPIRES 8/31/14

*Total Purchase Price: **$50,332.50

**Product Subtotal:** $50,332.50  
**Tax:** $0.00  
**Shipping & Handling:** $0.00  
**State Environmental Fee:** $0.00  
**Shipping Method:** LTL 5 DAY OR LESS

(* Amount denoted in $)

**Statement of Conditions**

The information in this document is believed to be accurate. However, Dell assumes no responsibility for inaccuracies, errors, or omissions, and shall not be liable for direct, indirect, special, incidental, or consequential damages resulting from any such error or omission. Dell is not responsible for pricing or other errors, and reserves the right to cancel orders arising from such errors. Dell may make changes to this proposal including changes or updates to the products and services described, including pricing, without notice or obligation.

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- If this purchase is intended for resale: Dell's Reseller Terms of Sale ([www.dell.com/resellerterms](http://www.dell.com/resellerterms)).
- If this purchase includes services: in addition to the foregoing applicable terms, Dell's Service Terms ([www.dell.com/servicecontracts/global](http://www.dell.com/servicecontracts/global)).

If this purchase includes software: in addition to the foregoing applicable terms, your use of the software is subject to the license terms accompanying the software, and in the absence of such terms, then use of the Dell-branded application software is subject to the Dell End User License Agreement - Type A ([www.dell.com/AEULA](http://www.dell.com/AEULA)) and use of the Dell-branded system software is subject to the Dell End User License Agreement - Type S ([www.dell.com/SEULA](http://www.dell.com/SEULA)).

You acknowledge having read and agree to be bound by the foregoing applicable terms in their entirety. Any terms and conditions...
set forth in your purchase order or any other correspondence that are in addition to, inconsistent or in conflict with, the foregoing applicable online terms will be of no force or effect unless specifically agreed to in a writing signed by Dell that expressly references such terms.

Additional Terms for Public Customers

If you are a department, agency, division, or office of any district, state, county or municipal government within the United States ("Public Customer"), the following terms ("Public Customer Terms") apply in addition to the foregoing terms: A. If any portion of the foregoing terms and conditions (or any terms referenced therein) is prohibited by law, such portion shall not apply to you. Notwithstanding anything to the contrary, the End User License Agreements shall take precedence in all conflicts relevant to your use of any software. B. By placing your order, you confirm that (1) you are a contracting officer or other authorized representative of Public Customer with authority to bind the Public Customer to these terms and conditions, and (2) you have read and agree to be bound by these terms and conditions.

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All product, pricing, and other information is valid for U.S. customers and U.S. addresses only, and is based on the latest information available and may be subject to change. Dell reserves the right to cancel quotes and orders arising from pricing or other errors. Sales tax on products shipped is based on your "Ship To" address, and for software downloads is based on your "Bill To" address. Please indicate any tax-exempt status on your PO, and fax your exemption certificate, including your Customer Number, to the Dell Tax Department at 800-433-9023. Please ensure that your tax-exemption certificate reflects the correct Dell entity name: Dell Marketing L.P. Note: All tax quoted above is an estimate; final taxes will be listed on the invoice. If you have any questions regarding tax please send an e-mail to Tax_Department@dell.com.

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About Dell

Dell Inc. listens to customers and delivers innovative technology and services they trust and value. Uniquely enabled by its direct business model, Dell is a leading global systems and services company and No. 34 on the Fortune 500. For more information, visit www.dell.com.

Privacy Policy

Dell respects your privacy. Across our business, around the world, Dell will collect, store, and use customer information only to support and enhance our relationship with your organization, for example, to process your purchase, provide service and support, and share product, service, and company news and offerings with you. Dell does not sell your personal information. For a complete statement of our Global Privacy Policy, please visit dell.com/privacy.
**QUOTATION**  
Confidential - for ASG customer use only

**ATTACHMENT 5**

**Advanced Systems Group**
<br>Denver Phoenix San Diego Salt Lake City Boise Seattle Los Angeles Portland Houston Baton Rouge Oklahoma City
<br>Corporate Office: 12405 Grant St. Thornton, CO 80241

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**Subtotal** $22,467.00

**Total** $22,467.00

Price excludes tax/insurance/shipping. ASG terms apply to all purchase orders resulting from this quote unless ASG has previously negotiated terms. Per manufacturer policy products cannot be cancelled or returned.

Reference: [http://www.virtual.com/terms](http://www.virtual.com/terms)

To: Korey Pelton  
Account: State of Idaho - Idaho State University  
Phone: (208) 282-3055  
Email: peltkore@isu.edu  
Project: Commvault

Prepared By: Patrick Purcell  
Email: ppurcell@virtual.com  
Office: (303) 301-3022  
Mobile: (303) 819-8693

Account Manager: Pam Massey  
Email: pmassey@virtual.com  
Office: (208) 333-7044  
Mobile Phone: (208) 871-7441

Quote #: QUO-63053-FHMXHL  
Version: 2  
Date: 7/2/2014  
Expires On: 7/30/2014

ASG Solution Partners  
Oracle – Gold  
Hitachi Data Systems – Platinum Partner  
NetApp – Star Partner  
HP – Converged Infrastructure Specialist  
IBM – Premier Business Partner  
VMware – Premier Partner  
Symantec – Platinum  
Nokia – QLogic  
Brocade – Alliance  
Cisco – Premier  
Quantum – Premier  
Check Point – Pure Advantage Gold  
Isilon – Platinum  
SpectraLogic – Premier

CONSENT - BAHR - SECTION II  
TAB 3 Page 18
SUBJECT
License Agreement with AT&T Wireless Services

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(1)

BACKGROUND/DISCUSSION
Since 2001 AT&T had been permitted, through a prior license agreement, to install and maintain transmission equipment on the rooftop of the University of Idaho’s (UI) Theophilus Tower. This equipment is used by AT&T to provide its customers with wireless personal communication service in the surrounding area.

The original agreement provided for an annual payment of $9,600 to UI and the agreement could be terminated by either party by at least one year’s prior notice. The site has been periodically updated to install newer technology for personal phone and data use. The existing license did not provide for escalations in the use fee. The University has proposed and AT&T has tentatively agreed to revise the terms of this agreement primarily to increase the annual fee paid to $24,000/yr. The proposed agreement also provides AT&T with permission to use the building rooftop for five years with the ability for AT&T to extend for two additional five year periods. These renewal periods provide fee increases of 15% to UI for each of the two extensions.

IMPACT
The University will receive a substantial increase in payment to extend the license agreement and the installations do not interfere with University operations in this student residential building.

ATTACHMENTS
Attachment 1 – Proposed License

STAFF COMMENTS AND RECOMMENDATIONS
Staff recommends approval.
BOARD ACTION

I move to approve the request by the University of Idaho for authority to grant a five year license to AT&T Wireless Services in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Vice President for Finance and Administration to execute the license and any related documents.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
LICENSE AGREEMENT

This License Agreement ("Agreement") is made between the Board of Regents of the University of Idaho, a state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho ("Grantor"), and New Cingular Wireless PCS, LLC, a Delaware limited liability company, successor in interest to AT&T Wireless Services of Idaho, Inc., d/b/a AT&T Wireless, an Idaho Corporation, having a mailing address of 575 Morosgo Drive NE, Suite 13-F, West Tower, Atlanta, GA 30324 ("Grantee"), collectively the “Parties”.

RECITALS

A. WHEREAS, Grantor and Grantee (or its predecessor in interest) entered into that certain License Agreement on August 1, 2001 ("Existing License") for purposes of installing, operating, and maintaining “a personal communications service systems facility at 1001 Paradise Creek St, Moscow ID 83844 ("Site").

B. WHEREAS, the Parties hereby mutually agree to terminate the Existing License agreement and replace with this Agreement.

C. WHEREAS, Grantee wishes to install, operate, and maintain equipment necessary for purposes of operating a personal communications service systems specified in Exhibit 1-A and 2-A ("Equipment") on the roof of Grantor’s Site known as Theophilus Tower.

B. WHEREAS, Grantor wishes to grant and Grantee wishes to receive a license for purposes of installing, operating, and maintaining Equipment all on the terms and conditions set forth herein;

WHEREFORE, Parties agree as follows:

TERMS AND CONDITIONS

1. Grant; Site. Subject to the conditions, limitations, and restrictions set forth herein and the rules, procedures, and policies of the Grantor, the Grantor does hereby grant to Grantee a non-exclusive license to install, operate, replace, modify, and maintain Equipment on the Site for the purpose of broadcasting, and for the transmission and reception of communication signals. The Parties recognize and agree that nothing in this Agreement is intended or shall be construed to be an easement or the granting of an interest in real property beyond permission to use as provided herein.

2. Access to Premises. Grantee may gain periodic access to the Site by calling (208) 885-7379. Except in cases of emergency ("emergency" meaning the existing or imminent disruption of Grantee’s permitted service without immediate access), all scheduling for access and the actual access shall occur between 8 am to 4 pm Monday through Friday, excluding University of Idaho holidays. Such non-emergency access shall be requested at least 48 hours prior to the planned time for requested access. Subject to specific Grantor approval, such approval not to be unreasonably withheld, conditioned or delayed, Grantee shall have rights of ingress and egress to the Site for the purposes of installing, inspecting, repairing, maintaining, operating, servicing or removing Grantee’s Equipment. However, prior to entrance into or onto the building, Grantee’s agent or contractor shall provide photo
identification identifying the person as an employee of the Grantee or Grantee’s contractor or subcontractor. Upon notification and identification as provided herein, an employee or agent of Grantor shall arrange for Grantee to enter the Site. Grantor may require Grantee and its employees, agents, and contractors be accompanied by an employee or agent of Grantor at all times while Grantee and its employees, agents, and contractors are inside, on, or about Grantor’s property or at the Site. At no cost to Grantee, Grantor shall provide Grantee with the necessary temporary parking permits to facilitate Grantee’s access. Grantor shall not have unsupervised access to Grantee’s Equipment, except in the event of an emergency as reasonably determined by Grantor.

3. Term of License. The license granted hereunder shall commence on September 1, 2014 (the "Commencement Date"), and shall terminate on August 31, 2019 ("Initial Term"). This Agreement will automatically renew for two (2) additional five (5) year term(s) (each five (5) year term shall be defined as an “Extension Term”), upon the same terms and conditions unless Grantee notifies Grantor in writing of Grantee’s intention not to renew this Agreement at least sixty (60) days prior to the expiration of the Initial Term or then existing Extension Term. The Initial Term and any Extension Terms are collectively referred to as the Term ("Term").

4. Fees and Expenses. Within sixty (60) calendar days following the Commencement Date and no later than August 31 of each subsequent year of the Term, Grantee shall pay to Grantor a use fee of Twenty Four Thousand and 00/100 Dollars ($24,000.00) per year for the Initial Term, and then Twenty Seven Thousand Six Hundred Dollars ($27,600.00) per year for the first five year Extension Term, and then Thirty One Thousand Seven Hundred Forty Dollars ($31,740.00) per year for the second five year Extension Term (the "Use Fee"), which fee amount is inclusive of and shall cover electricity expenses typical for such installation and use. Use Fees for any fractional year shall be prorated. Use Fees, and/or any other charges or expenses owed by Grantee shall be payable to “Bursar, University of Idaho”, and mailed to the attention of Auxiliary Services, University of Idaho, 875 Perimeter Dr MS 2014, Moscow ID 83844-2014 or such other person as Grantor shall provide to Grantee by written notice. Failure to pay the Use Fee and/or any charges or expenses assessed or incurred hereunder on or before the due date shall constitute a default by Grantee, and, in addition to all other remedies of the Grantor, Grantee shall pay late charges equal to ten (10) percent of the amount past due plus simple interest on the amount due equal to one (1) percent per month until paid.

5. Use of Site.
   a. Subject to Grantor’s prior written approval, such approval not to be unreasonably withheld conditioned or delayed, Grantee shall have the right to install, maintain, and operate Equipment specified in Exhibit 1-A and 2-A on the Site. All of Grantee's construction and installation work and any subsequent work shall be performed at Grantee's sole cost and expense and in a good and workmanlike manner and shall be subject to Grantor's prior written approval of Grantee’s submitted installation plan. Grantor’s review shall include, but not be limited to timing of installation, method of installation, location of Equipment on the Site (to the extent they may vary from the initial installation specification and diagrams of Exhibit 1-A and 2-A) including the location of any equipment placed at some distance from the rooftop Site. Grantee shall submit information regarding appearance, attachment to the Site, the above and below ground wiring or cabling plan, the method and time of access for installation and facility or landscape restoration plan as well as any other information reasonably required by Grantor to determine the acceptability of Grantee’s proposed installation. Should such information be adequate, Grantor shall provide acknowledgement of its approval to Grantee in writing within 15 days. Title to Equipment shall be held by Grantee. All Equipment shall remain Grantee's personal property and are not fixtures (except any prior or future improvements to the building’s electrical system performed by Grantee and such improvements shall
remain and become the property of Grantor upon installation). Grantee shall have the right to remove all Equipment at its sole expense on or before the expiration of this Agreement or its earlier termination, provided, Grantee restores the Premises and the routes used for access to the Premises to the condition that existed at the Commencement Date, reasonable wear and tear excepted.

b. Electricity shall be provided by Grantor. Unless failure or interruption of utility service is caused by the intentional act or omission of Grantor, Grantor shall not be liable in damages or otherwise for any failure or interruption of any utility service being furnished to the Site. No such failure or interruption, whether resulting from a casualty or otherwise, shall entitle Grantee to terminate this Agreement or to abate the Use Fee Grantee is required to make under this Agreement, unless such failure or interruption is caused by the intentional act or omission of Grantor. For the purposes of this Section “intentional act” shall not include events of failure or interruption required due to emergency or repair needs as reasonably determined by the Grantor. To the extent any interruption can be scheduled or otherwise anticipated, Grantor shall provide Grantee with no less than seventy-two hour notice prior to such interruption. No written approval or notice shall be required for emergency use of generators provided by Grantee.

c. Grantor may require Grantee to take reasonable steps for installation of new equipment (including, but not limited to, prescribing a color and shape that blends with the Premises) to camouflage Equipment so that Equipment does not detract from the appearance of Site.

d. Grantor reserves the right, upon one hundred and twenty (120) days prior written notice to Grantee, to relocate Equipment to another suitable site within Grantor’s property (“Alternate Site”). The size, location and dimensions of the Alternate Site shall be mutually approved by the Parties prior to relocation as suitable for the purpose of operating telecommunication facilities and shall not materially diminish the signal pattern of Equipment or impair or in any manner diminish the quality of communications service provided by Grantee. In the event Grantee does not accept such Alternate Site proposed by Grantor, Grantee may terminate this Agreement effective one hundred eighty (180) days from the date of Grantor’s notice to relocate from Site. The costs of relocating (or removing) Equipment to the approved Alternative Site (or from Grantor’s property if Grantor does not accept Alternate Site) are the responsibility of Grantee. In the event Grantor orders relocation of Equipment to an Alternate Site as provided herein, Grantor shall pay Grantee $2500, with said amount to be paid as a deduction in the subsequent year’s Use Fee (or paid directly to Grantee within thirty days of Grantee’s removal of Equipment from Grantor’s property if Grantor does not accept Alternate Site).

e. Grantee shall obtain all required permits and regulatory approvals prior to installation of Equipment. Costs for any such permits or approvals shall be the sole responsibility of Grantee or Grantee’s agents.

f. Grantee shall not erect any signs (except as required by law), display any banners, or exhibit any type of promotional materials on or near the Site. Warning signs regarding Equipment may be permitted by Grantor upon written request by Grantee.

g. Grantee shall operate Equipment in a manner that will not cause interference to Grantor and lessees, licensees, or occupants of the building. All operations of Grantee shall comply with all Federal Communications Commission ("FCC") requirements and other applicable federal, state, and local laws, rules, regulations, and ordinances. Grantor may consider Grantee’s or Grantee’s contractor’s or subcontractor’s breach of this provision a material breach of the Agreement. Grantee
will resolve any technical interference problems with other equipment or services located at or near the Site, whether installed as of the Commencement Date or at a later date during the Term of this Agreement. In the event that a technical interference problem arises, Grantee will work with Grantor to resolve the problem immediately in a mutually satisfactory manner. However, if a mutually satisfactory resolution cannot be agreed upon, the Grantor may, in its sole judgment, make the final determination of the manner in which the problem shall be resolved.

h. Grantee shall maintain Equipment and Site in good working condition. However, Grantee shall not be required to make any repairs to the Site unless such repairs shall be necessitated by reason of an act or omission of Grantee.

i. Nothing in this Agreement shall preclude Grantor from entering into similar agreements with other parties. Grantee shall not cause or permit any other communications service provider, alternative local carrier, or other third party owned or controlled facilities or equipment to be installed without the express written permission of Grantor.

j. Grantee shall restore any landscaping or facility damaged by access for installation or subsequent maintenance, repair, operation, service, modification, or removal of Grantee’s Equipment.

k. Grantee shall use caution in preparing the Site for utility placement or trenching (if any is required). In particular, the Parties recognize that standard locating measures may not reveal all previously placed utilities or other objects. As such, Grantee shall take all necessary precautions to prevent damaging any concealed/buried utilities and infrastructure that is likely present within the Site and adjoining grounds and Grantee shall instruct its construction crew to use caution and appropriate methods in order to avoid severing or damaging existing utilities or other objects from existing systems.

6. **Grantor's Access to Premises.** Grantor shall at all times have access to and the right to inspect the Premises and the Grantee Facilities. Grantor shall not have unsupervised access to Equipment, except in the event of emergency.

7. **Taxes.** If personal property or other taxes are assessed, Grantee shall pay any portion of such taxes attributable to the Equipment.

8. **Termination.**

   a. This Agreement may be terminated without further liability on thirty (30) days prior written notice by either party upon a default of any covenant or term hereof by the other party, which default is not cured within thirty (30) days of receipt of written notice of default, however if the nature of the default is such that it cannot be cured within thirty (30) days then no default will be deemed to exist so long as the defaulting party commences to cure the default within the thirty (30) day period and diligently prosecutes the same with reasonable diligence, provided that the grace period for any monetary default is thirty (30) days from receipt of written notice; or by Grantee for any or no reason, provided Grantee delivers written notice of early termination to Grantor.

   b. Upon termination or expiration of this Agreement, Grantee, at its own expense, shall remove the Grantee Facilities and restore the Site to the condition that existed prior to Grantee’s installation of Equipment, reasonable wear and tear excepted. In the event Grantee
terminates this Agreement early for reasons other than default by Grantor, Grantee shall not be reimbursed for previously paid Use Fee, but such termination shall terminate all future Grantee obligations regarding subsequent years’ Use Fee.

9. **Destruction or Condemnation.** If Grantee chooses not to terminate this Agreement upon destruction or condemnation, the Use Fee shall be reduced or abated in proportion to the actual reduction or abatement of use of the Site until such time as the damage is repaired or Site replaced.

10. **Indemnity.** Grantee and Grantee’s agents and subcontractors shall, to the fullest extent permitted by law, indemnify, defend and save Grantor, its successors, assigns, and agents harmless from any and all claims, liabilities, losses, costs, charges, or expenses which Grantor may incur as a result of any act or omission of the Grantee, Grantee’s agents, contractors, and subcontractors in their use of the Site under this Agreement or any other action in relation to this Agreement. If any action, claim or demand is made against Grantor for any act or omission of the Grantee, its agents, contractors and subcontractors, the Grantee agrees to assume the expense and shall pay all costs, charges, attorneys' fees, settlements, judgments or other expenses incurred by or obtained against Grantor, and also, including all attorneys' fees and costs associated with any appeal proceeding. This indemnification shall survive the termination of this Agreement for claims, liabilities, losses, costs, charges, or expenses occurring after termination but attributable to the uses authorized by this Agreement.

Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, Grantor shall hold Grantee, its agents and assigns, harmless from and/or against claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's performance under this Agreement. This does not apply when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of Grantee, its agents or assigns—including conditions of Grantor’s premises, or when the claim or suit is made against Grantee by the University, the State of Idaho, or any of its agencies. Except for claims arising from its own acts of gross negligence or intentional misconduct, Grantor will not have any liability for personal injury or death, loss of revenue due to discontinuance of operations at the Site, or imperfect communications operations experienced by Grantee for any reason. The obligations pursuant to this Section 10 shall survive the termination or expiration of this Agreement. Grantee shall promptly notify the University of Idaho, Attn: Risk Management Officer, 875 Perimeter Dr MS 3162, Moscow ID 83844-3162, of any such claim of which it has knowledge and shall cooperate fully with Grantor or its representatives in the defense of the same. Grantor’s liability coverage is provided through a self-funded liability program. Limits of liability are $500,000 Combined Single Limits, which amount is the Grantor’s limit of liability under the Idaho Tort Claims Act.

11. **Insurance.** Grantee and Grantee’s contractors and subcontractors are required to carry the types and limits of insurance shown in this Section 11, and provide Grantor with a Certificate of Insurance executed by a duly authorized representative of each insurer, showing compliance with these insurance requirements. Certificates from Grantee and Grantee’s contractor and subcontractors shall be provided (7) seven days prior to Grantee’s use of Grantor’s property. All insurers shall have a Best’s rating of “A minus V” or better and be eligible to do business in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Grantor may choose to maintain. All required liability policies shall...
include State of Idaho and the Regents of the University of Idaho as an additional insured. Grantor’s additional insured status shall (i) be limited to bodily injury, property damage or personal and advertising injury caused, in whole or in part, by Grantee, its employees, agents or independent contractors; (ii) not extend to claims for punitive or exemplary damages arising out of the acts or omissions of Grantor, its employees, agents or independent contractors or where such coverage is prohibited by law or to claims arising out of the gross negligence of Grantor, its employees, agents or independent contractors; and, (iii) not exceed Grantee’s indemnification obligation under this Agreement, if any. Certificates shall be mailed to: 875 Perimeter Dr MS 3162, Moscow ID 83844-3162, Attn: Risk Management. All required policies shall contain waiver of subrogation coverage or endorsements. Failure of Grantor to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Grantor to identify a deficiency from evidence that is provided shall not be construed as a waiver of Grantee’s obligation to maintain such insurance. Failure to maintain the required insurance may result in termination of this Agreement at Grantor’s option. By requiring insurance herein, Grantor does not represent that coverage and limits will necessarily be adequate to protect Grantee and such coverage and limits shall not be deemed as a limitation on Grantee’s liability under the indemnities granted to Grantor in this License. Grantee shall at its sole cost and expense, procure and maintain insurance of the types and in the amounts described below:

a. Commercial General and or Umbrella excess Liability Insurance: Grantee and Grantee’s contractors and subcontractors while working hereunder shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than $1,000,000 each occurrence and $2 million in the aggregate. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, sudden and accidental pollution for third parties, and contractual liability coverage.

b. Commercial Auto Insurance: Grantee and Grantee’s agents, contractors and subcontractors while working hereunder shall maintain a Commercial Auto policy with a Combined Single Limit of $1,000,000. Coverage shall include Non-Owned and Hired Car coverage.

c. Personal property: In no event shall Grantor be liable for any damage to or loss of personal property sustained by Grantee or Grantee’s agents or contractors, whether or not insured, even if such loss is caused by the negligence of Grantor, its employees, officers or agents.

d. Workers’ Compensation: Where required by law, Grantee and Grantee’s agents, contractors and subcontractors shall maintain all statutorily required coverages including Employer’s Liability. Grantee is responsible for collecting Certificates of Insurance evidencing Workers Compensation coverage from Grantee’s agents and subcontractors, and for forwarding such Certificates to Grantor.

Notwithstanding the forgoing, Grantee may, in its sole discretion, self insure any of the required insurance under the same terms as required by this Agreement. In the event Grantee elects to self-insure its obligation under this Agreement to include Grantor as an additional insured, the following conditions apply:

(i) Grantor shall promptly and no later than thirty (30) days after notice thereof provide Grantee with written notice of any claim, demand, lawsuit, or the like for which it seeks coverage
pursuant to this Section and provide Grantee with copies of any demands, notices, summonses, or legal papers received in connection with such claim, demand, lawsuit, or the like:

   (i) Grantor shall not settle any such claim, demand, lawsuit, or the like without the prior written consent of Grantee; and

   (ii) Grantor shall fully cooperate with Grantee in the defense of the claim, demand, lawsuit, or the like.

12. **Waiver of Subrogation.** Grantor and Grantee release each other and their respective principals, employees, representatives, and agents, from any claims for damage to any person or to the Site or to the Equipment thereon or to the Site caused by, or that result from, risks insured against under property insurance policies carried by the parties and in force at the time of any such damage. Grantor and Grantee shall cause each property insurance policy or equivalent obtained by them to provide that the insurance company or equivalent waives all right of recovery by way of subrogation against the other in connection with any damage covered by any policy.

13. **Assignment and Sub-licensing.** Grantee may not assign, sublicense, or otherwise transfer all or any part of its interest in this Agreement or the license granted herein without the prior written consent of Grantor, such consent not to be unreasonably withheld, conditioned or delayed, provided however that Grantee may assign or otherwise transfer upon written notice to Grantor, but without consent such interest to its parent company, any subsidiary, “partner or affiliate” (partner or affiliate is defined as “any party licensed, approved or permitted by the FCC to share Grantee’s radio frequency spectrum and signal”) or to any successor-in-interest or entity acquiring a controlling interest in its stock or assets. Grantee may not permit any other entity or individual to use the Site or Equipment without the prior written consent of Grantor.

14. **Hazardous Substances.** Grantee agrees that it will not use, generate, store, or dispose of any Hazardous Material on, under, about, or within the Site or Grantor’s property in violation of any law or regulation. As used in this paragraph, “Hazardous Material” shall mean petroleum or any petroleum product, asbestos, any substance known by the U. S. Government or the State of Idaho to cause cancer and/or reproductive toxicity, and/or any substance, chemical, or waste that is identified as hazardous, toxic, or dangerous in any applicable federal, state, or local law or regulation.

15. **Attorneys’ Fees.** In the event of any controversy, claim or action being filed or instituted between the parties to this Agreement to enforce the terms and conditions of this Agreement or arising from the breach of any provision hereof, the prevailing party will be entitled to receive from the other party all costs, damages, and expenses, including reasonable attorneys' fees, incurred by the prevailing party, whether or not such controversy or claim is litigated or prosecuted to judgment. The prevailing party will be that party who was awarded judgment as a result of trial or arbitration, or who receives a payment of money from the other party in settlement of claims asserted by that party.

16. **Notice.** Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested, to be effective when properly sent and received, refused or returned undelivered. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

The Grantor: Regents of the University of Idaho
ATTACHMENT 1

The Grantee: New Cingular Wireless PCS, LLC
Attn: Network Real Estate Administration
Re: Cell Site #: ID29D; Cell Site Name: Moscow Dormitory (ID)
Fixed Asset #: 10075841
575 Morosgo Drive NE, 13F, West Tower
Atlanta, GA 30324

With copy to: New Cingular Wireless PCS, LLC
Attn: AT&T Legal Dept – Network Operations
Re: Cell Site #: ID29D; Cell Site Name: Moscow Dormitory (ID)
Fixed Asset #: 10075841
208 S. Akard Street
Dallas, TX 75202-4206

17. Entire Agreement; Modification. This Agreement (and its attachments, if any) constitutes the entire understanding between the parties with respect to the subject matter hereof and may not be amended except by an agreement signed by an authorized representative of Grantee and an authorized representative of Grantor.

18. Governing Law; Forum. This Agreement shall be governed by and construed under the laws of the state of Idaho. The venue for any action brought to enforce this Agreement or otherwise shall be in the court of competent jurisdiction in Latah County, Idaho.

19. Non-Use of Names and Trademarks. Grantee shall not use the name, trade name, trademark, or other designation of the Grantor, or any contraction, abbreviation, or simulation of any of the foregoing, in any advertisement, for any commercial or promotional purpose, or for any other purpose (other than in performing under this Agreement) without the Grantor’s prior written consent in each case.

20. Paragraph Headings. The paragraph headings in this Agreement are inserted for convenience only and shall not be construed to limit or modify the scope of any provision of this Agreement.

21. Non-Waiver. The delay or failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

22. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance,
23. **Nondiscrimination and Affirmative Action.**

   A. Grantee shall not discriminate against any employee or applicant for employment in the performance of this Agreement, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as disabled or a veteran, or physical or mental handicaps, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this Agreement. Grantee certifies that it does not, and will not maintain segregated facilities or accommodations on the basis of race, color, religion or national origin. Regarding any position for which an employee or an applicant is qualified, the Grantee agrees to take affirmative action to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations including:

   1. For nondiscrimination based on race, color, religion, sex or national origin, this includes, but is not limited to, the U.S. Constitution, and Parts II and IV of Executive Order 11246, September 24, 1965 (30 FR 12319). Grantee disputes related to compliance with its obligations shall be handled according to the rules, regulations, and relevant orders of the Secretary of Labor (See 41 CFR 60-1.1).

   2. For nondiscrimination based on Disabled or Vietnam Veterans this includes, but is not limited to, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended (38 U.S.C. 4012)(the Act); Executive Order 11701, January 24, 1973 (38 CFR 2675, January 29, 1973); and the regulations of the Secretary of Labor (41 CFR Part 60-250).

   3. For nondiscrimination based on the Handicapped this includes, but is not limited to, Section 503 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 793)(the Act); Executive Order 11758, January 15, 1974; and the regulations of the Secretary of Labor (41 FR Part 60- 741).

   4. For nondiscrimination based on Age this includes, but is not limited to, Executive Order 11141, February 12, 1964 (29 CFR 2477).

   B. Grantee shall include the terms of this clause in every subcontract or purchase order exceeding $50,000 which is related to the performance and obligations under this Agreement and shall act as specified by the Department of Labor to enforce the terms and implement remedies.

24. **Institution’s Rules, Regulations, and Instructions.** Grantee shall follow and comply with all rules and regulations of the Grantor and the reasonable instructions of Grantor's personnel. The Grantor reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

25. **Representations and Warranties.** Grantee represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to perform its obligations hereunder; (b) that it may legally conduct business in Idaho, that is properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and that it has or will obtain all licenses and permits required by law; (c) that in performing the services called for hereunder Grantee will not be in breach of any agreement with a third party; and (d) that it has inspected the
property and the Site and that the same are suitable and adequate in all respects for Grantee's operations under this Agreement.

26. **Binding Effect.** This Agreement is for the benefit only of the parties hereto and shall be binding on and inure to the benefit of the successors and permitted assignees of the respective parties.

27. **Time of Essence.** All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

28. **No Joint Venture.** Nothing contained in this agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

29. **Entity Authority.** Each individual executing this Agreement on behalf of an entity represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of said entity in accordance with duly adopted organizational documents or agreements and if appropriate a resolution of the entity, and that this Agreement is binding upon said entity in accordance with its terms.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement:

GRANTOR: Board of Regents of the University of Idaho, a state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho

GRANTEE: New Cingular Wireless PCS, LLC, a Delaware limited liability company

By: AT&T Mobility Corporation
Its: Manager

____________________________
Ronald E. Smith, Vice President
Finance and Administration

Date: ________________________

____________________________
Date: ________________________
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<td>Purcell Cabinets</td>
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<td>(1)</td>
<td>Lucent UMTS Cabinet</td>
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AT&T Antennas attached to parapet & located on roof

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<td>(3)</td>
<td>6’ Panel Antennas (1 per sector)</td>
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<tr>
<td>(9)</td>
<td>4’ Panel Antennas (3 per sector)</td>
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SUBJECT
Quarterly Report: Programs and Changes Approved by Executive Director

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION
In accordance with Board Policy III.G.3.b.i.(2) and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of less than $250,000 per fiscal year prior to implementation.

Consistent with Board Policy III.G.8.a., “The Office of the State Board of Education shall report quarterly to the State Board of Education all program approvals and discontinuations approved by the Executive Director.” The Board office is providing a report of program changes, additions, and discontinuations from Idaho’s public colleges and universities that were approved between April 2014 and June 2014 by the Executive Director.

ATTACHMENTS
Attachment 1 – List of Programs and Changes Approved by the Executive Director

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
### Academic Programs
Approved by Executive Director
April 2014 and June 2014

**Boise State University**

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<thead>
<tr>
<th>Program</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science – Emphasis in STEM Secondary Education</td>
<td>Proposed standards for certification are in progress with the State Department of Education/Professional Standards Commission</td>
</tr>
<tr>
<td>Materials Science &amp; Engineering – Emphasis in STEM Secondary Education</td>
<td>Proposed standards for certification are in progress with the State Department of Education/Professional Standards Commission</td>
</tr>
<tr>
<td>Electrical Engineering – Emphasis in STEM Secondary Education</td>
<td>Proposed standards for certification are in progress with the State Department of Education/Professional Standards Commission</td>
</tr>
<tr>
<td>Civil Engineering – Emphasis in STEM Secondary Education</td>
<td>Proposed standards for certification are in progress with the State Department of Education/Professional Standards Commission</td>
</tr>
<tr>
<td>Discontinue BA in Economics, Social Studies, Secondary Education and Create BA in Economics, Social Sciences, Secondary Education</td>
<td></td>
</tr>
<tr>
<td>Discontinue BA in History, Social Studies, Secondary Education and Create BA in History, Social Sciences, Secondary Education</td>
<td></td>
</tr>
<tr>
<td>New Minor in Refugee Studies</td>
<td></td>
</tr>
</tbody>
</table>

**Other Program Changes** *(does not require approval but require notification to OSBE per policy III.G.)*

- Bifurcation of existing BA in Elementary Education – Bilingual/ESL program:
  - Change endorsement titles and references of English as a Second Language to English as a New Language to align with certification standards
  - Continue to offer BA in Elementary Education – Bilingual/ESL program which qualifies students for endorsements of Bilingual Education, K-12, and ESL
  - Offer a new BA in Elementary Education – ESL which qualifies students for the endorsement of ESL and K-12

- Change name of Department of Special Education and Early Childhood Studies to Department of Early and Special Education

- Change the name of the existing Bachelor of Arts in Special Education, Dual Special Education-Elementary Education Certification to Bachelor of Arts in Early and Special Education, Dual Special Education-Elementary Education Certification

- Change the name of the existing Bachelor of Arts in Special Education, Dual Special Education-Early Childhood/Early Childhood Special Education Blended Certification to Bachelor of Arts in Early and Special Education, Dual Special Education-Early Childhood Intervention Certification

- Change the name of the Bachelor of Arts in Early Childhood Studies to Bachelor of Arts in Early and Special Education, Dual Early Childhood Intervention-Elementary Education Certification

- Bifurcate existing Spanish minor with two emphases in Primary, Secondary, Bilingual Education or Spanish Emphasis and Business Emphasis into a Spanish Minor and Spanish for Business minor
<table>
<thead>
<tr>
<th>Other Program Changes-continued (does not require approval but require notification to OSBE per policy III.G.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bifurcate existing German minor with two emphases in Literature and Culture Emphasis and Business Emphasis into a German minor and German for Business minor</td>
</tr>
<tr>
<td>Bifurcate the existing French minor with two emphases in Literature and Culture Emphasis and Business Emphasis into a French Minor and French for Business minor</td>
</tr>
<tr>
<td>Consolidate existing Graduate Certificate in Refugee Services Macro Practice and existing Graduate Certificate in Refugee Services Clinical Practice into one single 12-credit Graduate Certificate in Refugee Services</td>
</tr>
<tr>
<td>Consolidate existing undergraduate Certificate in Foundation Refugee Studies and existing undergraduate Certificate in Macro Practice for Refugee Studies into one single 12-credit undergraduate certificate in Refugee Services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Idaho State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Psychiatric Mental Health Nurse Practitioner option under Doctor of Nursing Practice</td>
</tr>
<tr>
<td>Other Program Changes (does not require approval but require notification to OSBE per policy III.G.)</td>
</tr>
<tr>
<td>Change the name of the existing MS, BS, and AS degrees in Physics with an emphasis in Health Physics to an MS, BS, and AS in Health Physics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lewis-Clark State College</th>
</tr>
</thead>
<tbody>
<tr>
<td>New BA/BS in Exercise Science</td>
</tr>
<tr>
<td>New Associate of Science, Engineering</td>
</tr>
<tr>
<td>New Minor in Environmental Studies</td>
</tr>
<tr>
<td>Other Program Changes (does not require approval but require notification to OSBE per policy III.G.)</td>
</tr>
<tr>
<td>Change name of Bookkeeping to Accounting Assistant (ATC, AAS, and Bachelor of Applied Science degrees),</td>
</tr>
<tr>
<td>Change the name of the minor from English as a Second Language to English as a New Language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Western Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discontinue Physical Education K-12, Associate of Art</td>
</tr>
<tr>
<td>Discontinue Physical Education, Sports Management, Associate of Art</td>
</tr>
</tbody>
</table>
## Professional - Technical Education Programs
Approved by Executive Director

<table>
<thead>
<tr>
<th>Program Activity</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition of new Transportation Management program, AAS</td>
<td>CWI</td>
</tr>
<tr>
<td>Inactivate all options under Culinary Arts and Baking and Pastry Arts programs</td>
<td>CWI</td>
</tr>
<tr>
<td>Addition of new Western States CAT Technician program, AAS and/or ATC</td>
<td>CWI</td>
</tr>
<tr>
<td>Addition of Advanced Manufacturing (AAS, ATC), Computer Numerical Control Mill Operation (PTC), and Aerospace NDTI (PTC), under Aerospace Technology</td>
<td>NIC</td>
</tr>
</tbody>
</table>
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SUBJECT
Higher Education Research Council Appointments

REFERENCE
- December 2011: Board appointed Peter Midgley to the Higher Education Research Council for a three (3) year term.
- May 2012: Board appointed Dr. David Hill to the Higher Education Research Council as the INL Representative.
- April 2013: Board appointed Bill Cannon to the Higher Education Research Council for a three (3) year term.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

BACKGROUND/DISCUSSION
The Higher Education Research Council (HERC) is responsible for implementing the Board's research policy and provides guidance to Idaho's four-year public institutions for a statewide collaborative effort to accomplish goals and objectives set forth in Policy. HERC also provides direction for and oversees the use of research funding provided by the Legislature to promote research activities that will have a beneficial effect on the quality of education and the economy of the State.

HERC consists of the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-Clark State College; a representative of the Idaho National Laboratory (INL); and three (3) non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics.

Dr. Hill has served on HERC as the INL representative since 2012. With his recent appointment to the State Board of Education, it has left an opening for a new INL representative on HERC. Staff contacted INL for a nomination, INL has forwarded Dr. Kelly Beierschmitt's name for consideration.

Dr. Kelly Beierschmitt is the Deputy Laboratory Director for Nuclear and Laboratory Operations. With more than 26 years of experience in engineering, nuclear and materials research & development, production, and operations management. Previously, he was responsible for the management of Oak Ridge National Laboratory’s neutron sciences R&D portfolio, including the operation of the Spallation Neutron Source, the world’s most powerful pulsed neutron source, and the High Flux Isotope Reactor. He also was Oak Ridge National Laboratory, in Tennessee, director of Environment, Safety, Health and Quality. He has worked at
the Pantex Plant and Pacific Northwest National Laboratory. He holds a doctorate in industrial engineering (risk, reliability engineering) from Texas Tech University and a bachelor’s degree in engineering mathematics from West Texas A&M University. He is a registered professional engineer and a member of the American Nuclear Society and other professional societies.

STAFF COMMENTS AND RECOMMENDATIONS
HERC discussed the nomination at their July 28th meeting and recommends approval. Staff recommends approval.

BOARD ACTION
I move to appoint Dr. Kelly Beierschmitt to the Higher Education Research Council, effective immediately.

Moved by___________ Seconded by___________ Carried Yes_____ No_____
SUBJECT
Alcohol Permits - Issued by University Presidents

APPLICABLE STATUTE, RULE, OR POLICY

BACKGROUND/DISCUSSION
The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the June 2014 Board meeting. Since that meeting, Board staff has received fourteen (14) permits from Boise State University, ten (10) permits from Idaho State University, thirteen (13) permits from the University of Idaho, and two (2) permits from Lewis-Clark State College.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board’s review.

ATTACHMENTS
Attachment 1 - List of Approved Permits by Institution Page 3

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
# Approved Alcohol Service at Boise State University

**June 2014 – August 2014**

<table>
<thead>
<tr>
<th>EVENT</th>
<th>LOCATION</th>
<th>Institution Sponsor</th>
<th>Outside Sponsor</th>
<th>DATE (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football Donor Reception</td>
<td>Gene Bleymeyer Football Recruiting Lounge</td>
<td>X</td>
<td></td>
<td>6/18/14</td>
</tr>
<tr>
<td>2014 FMRI Graduation Reception</td>
<td>SUB – Simplot Ballroom</td>
<td>X</td>
<td></td>
<td>6/28/14</td>
</tr>
<tr>
<td>ConFab by NASPA</td>
<td>Stueckle Sky Center</td>
<td>X</td>
<td></td>
<td>7/25/14</td>
</tr>
<tr>
<td>Evelyn Pederson Memorial Service</td>
<td>Stueckle Sky Center</td>
<td>X</td>
<td></td>
<td>6/29/14</td>
</tr>
<tr>
<td>St. Luke’s President’s Award Reception</td>
<td>Stueckle Sky Center</td>
<td>X</td>
<td></td>
<td>6/30/14</td>
</tr>
<tr>
<td>Gregg Allman Concert</td>
<td>Morrison Center</td>
<td>X</td>
<td></td>
<td>7/1/14</td>
</tr>
<tr>
<td>Hopkins/Miles Wedding</td>
<td>Stueckle Sky Center</td>
<td>X</td>
<td></td>
<td>7/12/14</td>
</tr>
<tr>
<td>IHCA-ICAL Reception</td>
<td>SUB</td>
<td>X</td>
<td></td>
<td>7/15/14</td>
</tr>
<tr>
<td>KTVB All Access</td>
<td>Gene Bleymeyer Football Recruiting Lounge</td>
<td>X</td>
<td></td>
<td>7/17/14</td>
</tr>
<tr>
<td>OBGYN Assoc. Mtg.</td>
<td>COBE</td>
<td>X</td>
<td></td>
<td>7/18/14</td>
</tr>
<tr>
<td>ALS Night of Hope Fundraiser</td>
<td>Stueckle Sky Center</td>
<td>X</td>
<td></td>
<td>7/19/14</td>
</tr>
<tr>
<td>Boise Cascade Director’s Dinner</td>
<td>COBE</td>
<td>X</td>
<td></td>
<td>7/29/14</td>
</tr>
<tr>
<td>Tom Petty Concert</td>
<td>Taco Bell Arena</td>
<td>X</td>
<td></td>
<td>8/5/14</td>
</tr>
<tr>
<td>Gipsy Kings Concert</td>
<td>Morrison Center</td>
<td>X</td>
<td></td>
<td>8/21/14</td>
</tr>
</tbody>
</table>
## APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY
### June 2014 – August 2014

<table>
<thead>
<tr>
<th>EVENT</th>
<th>LOCATION</th>
<th>Institution Sponsor</th>
<th>Outside Sponsor</th>
<th>DATE (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Dept. of Family Med. Anniv. Reception</td>
<td>SPAC</td>
<td>X</td>
<td></td>
<td>6/28/14</td>
</tr>
<tr>
<td>CNEWG</td>
<td>CAES Gallery</td>
<td>X</td>
<td></td>
<td>7/8/14</td>
</tr>
<tr>
<td>I LOVE ISU Business After Hours</td>
<td>Pond SUB – Blue Lounge</td>
<td>X</td>
<td></td>
<td>9/18/14</td>
</tr>
<tr>
<td>AAUW Idaho State Convention</td>
<td>Magnuson Alumni House</td>
<td>X</td>
<td></td>
<td>6/27/14</td>
</tr>
<tr>
<td>Idaho Falls City Club Annual Mtg.</td>
<td>SUB</td>
<td>X</td>
<td></td>
<td>6/27/14</td>
</tr>
<tr>
<td>INRESF Workshop</td>
<td>CAES Gallery</td>
<td>X</td>
<td></td>
<td>7/9/14</td>
</tr>
<tr>
<td>Cooper Norman 60th Anniversary</td>
<td>Holt Arena</td>
<td>X</td>
<td></td>
<td>7/10/14</td>
</tr>
<tr>
<td>Pocatello H.S. Class of 94’ Reunion</td>
<td>SUB</td>
<td>X</td>
<td></td>
<td>7/12/14</td>
</tr>
<tr>
<td>Pocatello H.S. Class of 74’ Reunion</td>
<td>Rotunda</td>
<td>X</td>
<td></td>
<td>8/9/14</td>
</tr>
<tr>
<td>Idaho State Civic Symphony Concert</td>
<td>Jensen Grand Concert Hall</td>
<td>X</td>
<td></td>
<td>8/27/14</td>
</tr>
</tbody>
</table>
# APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO
June 2014 – August 2014

<table>
<thead>
<tr>
<th>EVENT</th>
<th>LOCATION</th>
<th>Institution Sponsor</th>
<th>Outside Sponsor</th>
<th>DATE (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALS 113th Birthday</td>
<td>Ag Building Interaction Court</td>
<td></td>
<td>X</td>
<td>6/16/14</td>
</tr>
<tr>
<td>Leadership Reception</td>
<td>President’s House</td>
<td></td>
<td>X</td>
<td>6/16/14</td>
</tr>
<tr>
<td>Corner Club Golf Tournament</td>
<td>Golf Course</td>
<td></td>
<td>X</td>
<td>7/13/14</td>
</tr>
<tr>
<td>UI 125th Celebration Cd’A</td>
<td>UI Coeur d’Alene</td>
<td></td>
<td>X</td>
<td>7/23/14</td>
</tr>
<tr>
<td>Football Coaches Dinner</td>
<td>Kibbie Dome</td>
<td></td>
<td>X</td>
<td>8/1/14</td>
</tr>
<tr>
<td>EMBA Golf Scramble</td>
<td>Golf Course</td>
<td></td>
<td>X</td>
<td>8/4/14</td>
</tr>
<tr>
<td>Friends of the Prichard Garden Party</td>
<td>Prichard Art Gallery</td>
<td></td>
<td>X</td>
<td>8/7/14</td>
</tr>
<tr>
<td>CBE Faculty Retreat</td>
<td>J.A. Albertson’s Building</td>
<td></td>
<td>X</td>
<td>8/20/14</td>
</tr>
<tr>
<td>Tom &amp; Teita Reveley Nursery Facility Dedication</td>
<td>Tom &amp; Teita Reveley Nursery Facility - Moscow</td>
<td></td>
<td>X</td>
<td>9/12/14</td>
</tr>
<tr>
<td>University Gala</td>
<td>UI SUB</td>
<td></td>
<td>X</td>
<td>10/16/14</td>
</tr>
<tr>
<td>Barker Trading Room Grand Opening</td>
<td>J.A. Albertson’s Building - Gallery</td>
<td></td>
<td>X</td>
<td>10/31/14</td>
</tr>
<tr>
<td>Dr. Ruby Retirement</td>
<td>Kibbie Dome Litehouse Center</td>
<td></td>
<td>X</td>
<td>6/20/14</td>
</tr>
<tr>
<td>Palouse Knowledge Corridor Banquet</td>
<td>SUB Ballroom</td>
<td></td>
<td>X</td>
<td>6/23/14</td>
</tr>
</tbody>
</table>
## APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE
### June 2014 – August 2014

<table>
<thead>
<tr>
<th>EVENT</th>
<th>LOCATION</th>
<th>Institution Sponsor</th>
<th>Outside Sponsor</th>
<th>DATE (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Vineyard Plein Aire Jury Reception</td>
<td>LCSC Center for Arts &amp; History (CAH)</td>
<td>X</td>
<td></td>
<td>8/14/14</td>
</tr>
<tr>
<td>Lynn Guillot Exhibition Opening</td>
<td>LCSC Center for Arts &amp; History (CAH)</td>
<td>X</td>
<td></td>
<td>9/5/14</td>
</tr>
</tbody>
</table>
CONSENT AGENDA
AUGUST 14, 2014

SUBJECT
Board Policy I.P. Idaho Indian Education Committee, Nominations

REFERENCE

- February 21, 2013: The Board approved the first reading of Board Policy I.P. combining the Higher Education and K-12 Indian Education Committees
- April 18, 2013: The Board approved the second reading of Board Policy I.P. combining the Higher Education and K-12 Indian Education Committees
- December 19, 2013: The Board approved members of the Idaho Indian Education Committee.
- June 18, 2014: The Board approved the appointment of Dani Hansing to the Committee.

BACKGROUND/DISCUSSION

The purpose of the Board’s Indian Education Committee is “to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the American Indian Tribes”.

The Idaho Indian Education Committee consists of 19 members appointed by the Board and includes the following consistent with Board Policy I.P.

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

The Coeur d’Alene Tribe and Nez Perce Tribe have forwarded Ms. Kathy Albin and Mr. Bill Picard’s names forward for consideration respectively to fill the vacant seats.

IMPACT

The proposed appointments replace the Nez Perce Tribe and Coeur d’Alene Tribe representatives on the Committee.

ATTACHMENTS

- Attachment 1 – Current Committee Membership
- Attachment 2 – Nomination Letters

STAFF COMMENTS AND RECOMMENDATIONS
Mr. Justin Marsh representing the Coeur d’Alene Tribe is no longer with the Tribal Education Department. Ms. Kathy Albin has been identified to replace Mr. March and to serve as the K-12 tribal education representative on the Indian Education Committee. Additionally, Mr. Joel Moffett did not seek reappointment to the Nez Perce Tribal Council and the Council determined to forward another nomination. Mr. Bill Picard was identified to replace Mr. Moffett and to serve as the Tribal Chair designee on the Committee.

If approved, Ms. Albin would complete the current term of Mr. March which runs from July 1, 2013 - June 30, 2016 and Mr. Picard would complete the current term of Mr. Moffett which runs from July 1, 2013 - June 30, 2018.

Board staff recommends approval.

BOARD ACTION
I move to appoint Ms. Kathy Albin, representing the Coeur d’Alene Tribe K-12 tribal education representative and Mr. Bill Picard, representing the Nez Perce Tribe to the Idaho Indian Education Committee, effective immediately.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
State Board of Education
Indian Education Committee

Dr. Yolanda Bisbee is the Director of the College Assistance Migrant Program at the University of Idaho (UI). Term: July 1, 2013 – June 30, 2017.

Selena Grace is the Associate Vice President for Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2013 – June 30, 2016.

James Anderson is the Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2013 – June 30, 2018

Bob Sobbotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2013 – June 30, 2016

Evanlene Melting-Tallow is an Advisor for American Indian students at North Idaho College (NIC). Term: July 1, 2013 – June 30, 2017

Dani Hansing is the New Student Services Coordinator for the College of Southern Idaho (CSI). Term: July 1, 2013 – June 30, 2018

Lori Manzanares is the Director for Student Enrichment at the College of Western Idaho (CWI). Term: July 1, 2013 – June 30, 2016

Jared Gardner is currently an Admissions Counselor at Eastern Idaho Technical College (EITC). Term: July 1, 2013 – June 30, 2017

Jennifer Porter is the chairperson for the Kootenai Tribe. Term: July 1, 2013 – June 30, 2017

Dr. Chris Meyer is the Director of Education for the Coeur d’Alene tribe and serves as the Tribal Chairperson’s designee for the Coeur d’Alene tribe. Term: July 1, 2013 – June 30, 2016

Kathy Albin is the High School Coordinator for the Coeur d’Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2013 – June 30, 2016

Bill Picard is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson’s designee. Term: July 1, 2013 – June 30, 2018

Joyce McFarland is the Education Manager for the Nez Perce tribe and serves as the K-12 representative for the Nez Perce tribe. Term: July 1, 2013 – June 30, 2018

Tino Batt is a member of the Fort Hall Business Council and serves as the Tribal Chairperson’s designee for the Shoshone-Bannock Tribe. Term: July 1, 2013 – June 30, 2017

Claudia Washakie is the Youth Education Coordinator for the Shoshone-Bannock Tribe and serves as the K-12 representative for the Shoshone-Bannock Tribe. Term: July 1, 2013 – June 30, 2016
Nancy Egan is the Tribal Administrator for the Shoshone-Paiute Tribe and serves as the Tribal Chairperson’s designee for the Shoshone-Paiute Tribe. Term: July 1, 2013 – June 30, 2018

Shana Thomas is the Owhyee Combined School Counselor for the Shoshone-Paiute Tribe and serves as the K-12 representative for the Shoshone-Paiute Tribe. Term: July 1, 2013 – June 30, 2017

Eric Kendra is the Superintendent of the Coeur d'Alene Tribal School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2016

Eric Lords is the Superintendent of the Sho-Ban Jr-Sr High School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2018
Selena Grace  
Chief Academic Officer  
Office of the State Board of Education  
PO Box 83720  
Boise, ID 83720-0037

Patty Sanchez  
Academic Affairs Program Manager Readiness  
Office of the State Board Education  
PO Box 83720  
Boise, ID 83720-0037

Dear Ms. Grace and Ms. Sanchez,  

The purpose of this letter is to notify you of some changes in staffing that we have had recently, which will impact who we have representing the Coeur d’Alene Tribe to the Indian Education Committee.

Dr. Chris Meyer, Director of Education for the Coeur d’Alene Tribe will continue to serve as our designated representative on the Indian Education Committee. However, effective immediately, Kathy Albin will be replacing Justin Marsh as the Coeur d’Alene Tribe’s K-12 representative on the committee. Kathy can be reached at (208) 686-1800 or via email at kalbin@cdatribe-nsn.gov.

Thank you in advance for making the appropriate changes on your end. We look forward to hearing of the continued progress of the committee.

Sincerely,

Chief J. Allan  
Chairman, Coeur d’Alene Tribe
July 1, 2014

Dr. Christopher Mathias
Chief Academic Officer
Office of the State Board of Education
650 W. State St., Rm 307
Boise, ID 83720-0037

Dear Dr. Mathias:

The Nez Perce Tribal Executive Committee (NPTEC) selected Bill Picard to replace Joel Moffett on the Idaho Indian Education Advisory Board at their June 24, 2014 meeting. The selection was made per resolution no. NP 14-340 (attached) and is effective immediately and will remain in effect until Mr. Picard is replaced by NPTEC resolution.

Mr. Picard may be reached by telephone at 208-832-2253, Ext. 3695 or via e-mail at bpicard@nezperce.org. If you have any questions regarding this appointment or require additional information, please contact Rachel Edwards, NPTEC Executive Assistant at 208-621-3685 or via e-mail at rachele@nezperce.org. Thank you.

Sincerely,

Silas C. Whitman
Chairman

Attachment - 1
/re
RESOLUTION

WHEREAS, the Nez Perce Tribal Executive Committee has been empowered to act for and on behalf of the Nez Perce Tribe, pursuant to the Revised Constitution and By-Laws, adopted by the General Council of the Nez Perce Tribe, on May 6, 1961 and approved by the Acting Commissioner of Indian Affairs on June 27, 1961; and

WHEREAS, on January 12, 2010, Joel T. Moffett was appointed to the State of Idaho Indian Education Committee by resolution NP 10-123; and

WHEREAS, there is a need to replace Joel T. Moffett; and

WHEREAS, Bill Picard is qualified to fill Joel T. Moffett’s position on the State of Idaho Indian Education Committee.

NOW, THEREFORE, BE IT RESOLVED, that the Nez Perce Tribal Executive Committee (NPTEC) hereby appoints Bill Picard, to the State of Idaho Indian Education Committee; and

BE IT FINALLY RESOLVED, that Bill Picard will serve on the Idaho Indian Education Committee until replaced by resolution.

CERTIFICATION

The foregoing resolution was duly adopted by the Nez Perce Tribal Executive Committee meeting in Special Session, June 24, 2014 in the Richard A. Halfmoon Council Chambers, Lapwai, Idaho, a quorum of its Members being present and voting.

BY: Brooklyn D. Baptiste, Secretary

ATTEST:

Silas C. Whitman, Chairman
SUBJECT
Adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-118, Idaho Code
Idaho Administrative Code 08.02.03.128

BACKGROUND/DISCUSSION
The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.01.02 describe the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and internet resources" (Idaho Code 33-118A). Idaho is a multiple adoption state. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

For 2014, the main adoption cycle is curricular materials in the subject area of Professional-Technical Education. Interim adoption clause allows for submissions in the subject area of English Language Arts 6-12. Annual adoption continues for Limited English Proficiency and Computer Applications.

This year the curricular materials review week was held June 16-20, 2014. Sixty-seven content area specialists assisted the ten standing committee members in the evaluation of the curricular materials.

ATTACHMENTS
Attachment 1 - 2014 Curricular Materials Recommendations Document Page 3

BOARD ACTION
I move to approve the adoption of Professional-Technical Education, English Language Arts 6-12, Limited English Proficiency and Computer Applications curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
2014
Curricular Materials
Recommendations

Curricular Materials Adoption Process

THE IDAHO STATE DEPARTMENT OF EDUCATION
TOM LUNA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
INTRODUCTION

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. The 2014 Session called for reviewing curricular materials in the main subject area of Professional-Technical Education and interim materials in 6-12 English Language Arts/Literacy. Annual materials include Computer Applications and Limited English Proficiency.

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho’s population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.
The Curricular Materials adoption process has its basis in Idaho Code (33-118, 333-118A). It is further defined in the Administrative Rules of the State Board of Education (SBOE), IDAPA 08.02.03, subsection 128.

The Adoption Process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho’s schools. It is recommended that districts choose materials from the list of vetted and approved materials. School districts are not required to choose materials from this list.

Idaho adopts materials in the areas of reading, research based reading, literature, drivers education, science, health, handwriting, mathematics, business education, career education, counseling, social studies, English, applied English, spelling, dictionary, thesaurus, speech, journalism, world, languages, art, drama, music, healthy life styles, professional technical education, business computer applications (adopted annually), and limited English proficiency (adopted annually).

Materials are adopted in Idaho on a six-year rotating schedule. Publishers have an additional one-year following the main adoption year to submit new copyrights for a particular content area, allowing each of the content area submissions a total of two years. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are considered unsuitable for use in their designated subject area.
Curricular materials in Idaho are defined as textbooks and instructional media including software, audio/visual media and Internet resources (Idaho Code 33-118A). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

The Curricular Materials Selection Committee, which is appointed by the SBOE, has the responsibility of overseeing the adoption process for the state. The Executive Secretary to this Committee is an employee of the State Department of Education (SDE).

The membership on the Selection Committee consists of representatives from the following areas:

- the state’s four colleges of education
- secondary administrator
- elementary administrator
- secondary teachers
- elementary teachers
- district school board member
- representative from private/parochial schools
- parent representatives
- member who is not a public school educator nor trustee
- content area specialist from the SDE
- representative from the Division of Professional-Technical Education
- the Executive Secretary
Curricular Materials Adoption Procedures

All members are appointed by the SBOE for a five-year term with the exception of the SDE content coordinator and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in this publication.

The Committee, assisted by Professional-Technical Education, English Language Arts, Limited English Proficiency, and Computer Application specialists from throughout the state, met for five days in June to review and correlate all materials to the Common Core State Standards and/or the Idaho Content Standards and specific course requirements. This meeting followed a one month remote review process. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption (August 2014), contracts are mailed to the publishing companies (August 2014). After the return of signed contracts, the listing of newly adopted materials is published by December 3, 2014 in the annual Adoption Guide found on the Internet at:

http://www.sde.idaho.gov/site/curricular_materials/adoption_guide.htm

A state curriculum library is maintained at Caxton Printers as required by Idaho Code 118A. Adopted materials are housed in this library and available to the public. In addition, seven (7) Regional Centers maintain libraries of adopted materials that are available to the public as well as college students and local schools. The Regional Centers are located as follows:

- N.L. Terteling Library
  College of Idaho
  Caldwell, Idaho

- Albertson Library
  Boise State University
  Boise, Idaho

- David O. McKay Library
  Brigham Young University-Idaho
  Rexburg, Idaho

- Curriculum Library
  Lewis-Clark State College
  Lewiston, Idaho

- Riley Library
  Northwest Nazarene University
  Nampa, Idaho

- Instructional Materials Technology Ctr
  University of Idaho
  Moscow, Idaho

- Instructional Materials Center
  Idaho State University
  Pocatello, Idaho

Citizens of Idaho may request the Committee to reconsider any material under adoption. A form titled Textbook Adoption Process: Request for Reconsideration of Materials is available from the SDE. The Committee considers all requests and maintains the right to either recommend continued adoption or removal of materials from the adopted list.
Idaho
STATE CURRICULAR MATERIALS SELECTION COMMITTEE
COMMITTEE MEMBERS LIST AS OF JUNE 2014

Diann Roberts
ELA/Reading Coordinator
Idaho State Dept of Education
PO Box 83720
Boise, ID 83720-0027

Christina Nava
LEP, Title III Coordinator
Idaho State Dept of Education
PO Box 83720
Boise, ID 83720-0027

Kristi Enger
PTE Coordinator
Idaho State Dept of Education
PO Box 83720
Boise, ID 83720-0027

Darlene Matson Dyer
Secondary Teacher
Wood River High School
950 Fox Acres Road
Hailey, ID 83333

Tara Drexler
Elementary Teacher
Robert Stuart Middle School
644 Caswell Avenue West
Twin Falls, ID 83301-3798

Laree Jansen
Parent Representative
3669 North 3200 East
Kimberly, ID 83341-5344

Stacey Jensen
Elementary Teacher
Edahow Elementary School
2020 Pocatello Creek Road
Pocatello, ID 83201

Lisa Olsen
Secondary Teacher
Rocky Mountain Middle School
1330 Melody Drive
Idaho Falls, ID 83402

Elizabeth Flasnick
Curriculum and Technology Ctr
Idaho State Dept of Education
PO Box 83720
Boise, ID 83720-0027

Kathy Gauby
Curricular Materials & Online
Course Review Coordinator
Idaho State Dept of Education
PO Box 83720
Boise, ID 83720-0027
2014 Curricular Materials
Professional-Technical Education
Recommendations

Curricular Materials Recommendations - Regular Adoptions
It was moved by Tara Drexler, seconded by Kristi Enger, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the Regular Adoption of Professional-Technical Education materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Curricular Materials Recommendations – Annual Adoptions
It was moved by Stacey Jensen, seconded by Darlene Dyer, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the Annual Adoption of Computer Applications and Limited English Proficiency materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Curricular Materials Recommendations - Interim Adoptions
It was moved by Laree Jansen, seconded by Lisa Olsen, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the Interim Adoption of 6-12 ELA/Literacy materials and their accompanying manuals, guides, keys, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

Adjournment
Motion for adjournment was made by Laree Jansen, seconded by a Unanimous Vote, and carried to adjourn the meeting on June 20, 2014.

Respectfully submitted,
Kathy Gauby
Executive Secretary
Professional-Technical Education
<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cengage Learning</td>
<td>Metal Fabrication Technology for Agriculture</td>
<td>Jeffus</td>
<td>2011</td>
<td>9-12</td>
<td>9781435498570</td>
<td>Highly Recommended as a comprehensive program for Agricultural Fabrication</td>
</tr>
<tr>
<td></td>
<td>Notes:</td>
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<tr>
<td></td>
<td>Strengths- Great pictures, organizers; starts basic and builds on that; great teacher resources; easy to use/color; not too large; very durable; no industry bias. Weaknesses- No teacher’s instructional guide; no test generator; specific to welding courses, not a generic Ag. Mechanics book.</td>
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<td></td>
<td>Key Features:</td>
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<td></td>
<td>METAL FABRICATION TECHNOLOGY FOR AGRICULTURE, 2E provides your students with an easy-to-understand, safety-conscious introduction to agricultural welding processes and techniques. Each section of this full-color book begins by introducing your students to equipment and materials used in agricultural welding and includes complete setup instructions.</td>
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<td></td>
<td>- Contains experiments that allow students to develop new, hands-on skills while gaining an understanding of the parameters of each welding process discussed in the book.</td>
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<td>- Includes practices that provide opportunities for your students to fine-tune their skills using different materials and different material thicknesses in a variety of positions.</td>
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<td></td>
<td>- Includes a completely updated chapter on plasma cutting.</td>
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<td></td>
<td>- Updated art and photos throughout the book reflect current welding equipment, supplies, materials, and processes.</td>
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<tr>
<td></td>
<td>- Gas Metal Arc Welding and Flux Cored Arc Welding reflect new filler metals, processes, and applications.</td>
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<tr>
<td>Metal Fabrication Technology for Agriculture, Vital Source eBook (6 year access)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9781285351148</td>
<td></td>
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<tr>
<td>Metal Fabrication Technology for Agriculture, Instructor Resource CD-ROM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9781435498563</td>
<td></td>
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<tr>
<td>Publisher</td>
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<td>Author</td>
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<td>Grade Level</td>
<td>ISBN</td>
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<tr>
<td>Cengage Learning</td>
<td>Power Equipment Engine Technology</td>
<td>Abdo</td>
<td>2011</td>
<td>9-12</td>
<td>9781418053888</td>
<td>Recommended as a comprehensive program for Small Gas Engines</td>
</tr>
</tbody>
</table>
Notes:
Should be used with small engines course not Ag Power. Strength: good picture on front cover. Weaknesses: hard to read and confusing diagrams. Black and white (and blue) colors not engaging, too technical, high level reading, would work better in a tech school or industry.

Key Features:
POWER EQUIPMENT ENGINE TECHNOLOGY (PEET) has been written to make the learning experience enjoyable with easy-to-read-and-understand chapters and over 600 illustrations to assist visual learners with content comprehension. Give yourself a head-start in today’s world with PEET – giving you the knowledge you need with a solid education prior to working in the field.

- Excellent use of full-color illustrations and photos, and an easy-to-read writing style is used to cover varying degrees of student comprehension.
- The text does a great job of introducing electrical theory. The foundation this textbook sets with its basic maintenance and troubleshooting will serve students well as they move into more advanced courses.
- An exceptionally organized layout of chapters provides a more logical read than that of other books with similar content.
- This book never misses a beat, with amazing attention to detail and descriptive narrations with up-to-date and accurate information.
- An extra all-encompassing student workbook facilitates learning and the application of knowledge and skills.

<table>
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<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cengage Learning</td>
<td>Welding Principles and Applications</td>
<td>Jeffus</td>
<td>2012</td>
<td>9-12</td>
<td>9781111039172</td>
<td>Highly Recommended as a comprehensive program for Agricultural Welding</td>
</tr>
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<tr>
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<td>Jeffus</td>
<td>2012</td>
<td>9-12</td>
<td>9781111039172</td>
</tr>
</tbody>
</table>
**Notes:** Very comprehensive. Use for Advanced and Intro Welding. Some sections too advanced for this course.

**Strengths:**
- Very comprehensive, use for advanced and intro welding, great pictures and charts, durable, power point, test bank.
- Weaknesses: overwhelming, some sections too advanced for this course, smaller print size.

**Key Features:**
WELDING: PRINCIPLES AND APPLICATIONS, 7E has been updated to include new welding processes, technologies, techniques and practices. It also contains hundreds of new and updated photographs and illustrations, as well as environmental and conservation tips. Your students will find tight shots of actual welds that will help them quickly learn a variety of different welding processes used today.
- Includes hundreds of new and updated photographs and line art.
- Includes environmental and conservation tips.
- Includes new welding processes and technologies.
- Contains expanded material on processes such as Plasma Cutting, Flux Cored Arc Welding, and Gas Metal Arc Welding.
- Contains new chapters that include Shop Math, Reading Technical Drawings, and Fabricating Techniques and Practices.
- Covers the most current welding technologies, so your students can feel confident that they are well-prepared for entering today's welding field.
- Includes a newly revised companion Study Guide/Lab Manual that makes it easy for your students to gain hands-on welding practice.

<table>
<thead>
<tr>
<th>Welding Principles and Applications, CourseMate</th>
<th>9781111124809</th>
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<tbody>
<tr>
<td>Welding Principles and Applications, Vital Source eBook (6 year access)</td>
<td>9781133209478</td>
</tr>
<tr>
<td>Welding Principles and Applications, Instructor Resource CD-ROM</td>
<td>9781111039165</td>
</tr>
<tr>
<td>Welding Principles and Applications, Study Guide/Lab Manual</td>
<td>9781111039189</td>
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<th>Grade Level</th>
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<tbody>
<tr>
<td>Cengage Learning</td>
<td>Agricultural Mechanics: Fundamentals &amp; Applications</td>
<td>Herren</td>
<td>2015</td>
<td>9-12</td>
<td>9781285058955</td>
<td>Highly Recommended as a comprehensive program for Introduction to Agricultural Mechanics</td>
</tr>
</tbody>
</table>
**Notes:** Very comprehensive. Covers several ag content areas. Good pictures and diagrams. Great high school book. Contains plans. Don’t have to teach in order- can jump around. Good teacher resources. Overbearing because so large- could intimidate students.

**Key Features:**
This trusted text provides a thorough introduction to agricultural mechanics, covering fundamental mechanical and engineering theory, common tools and materials, and a wide range of practical applications. Units explore essential topics such as career opportunities, shop orientation and procedures, woodworking and metal working, tool fitting, project planning, cutting and welding, paints and paint application, power mechanics, electrical wiring, plumbing, hydraulics, concrete and masonry, and agricultural structures.

- Expanded coverage of safety using power hand tools, stationary power equipment and other areas has been added.
- The Relevant Websites at the end of each unit have been updated to provide clearer search information in the event web links change or become out of date.
- This proven text provides a comprehensive and engaging introduction to agricultural mechanics, exploring basic mechanical and engineering theory, essential tools and materials, and a wide range of real-world projects.
- The text features dedicated chapters on dozens of critical topics, including metal and career selection, wood and metal working, tool identification, project planning, cutting and welding, paints and paint application, power mechanics, electrical wiring, plumbing, hydraulics, concrete and masonry, and agricultural structures.

<p>| Agricultural Mechanics : Fundamentals &amp; Applications, CourseMate | 9781285851501 |
| Agricultural Mechanics : Fundamentals &amp; Applications, Vital Source eBook (6 year access) | 9781305176300 |
| Agricultural Mechanics : Fundamentals &amp; Applications, Instructor’s Website | 9781285058986 |
| Agricultural Mechanics : Fundamentals &amp; Applications, ClassMaster CD-ROM | 9781285058993 |</p>
<table>
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<tr>
<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
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</thead>
<tbody>
<tr>
<td>Cengage Learning</td>
<td>Residential Construction Academy : Carpentry</td>
<td>Vogt</td>
<td>2012</td>
<td>9-12</td>
<td>9781111308261</td>
<td>Highly Recommended as a component program for Building Construction/Carpentry</td>
</tr>
</tbody>
</table>

**Notes:** The parts this textbook covers, it does an excellent job. Would need to add job or employment information and safety. Strengths: very good examples, very good step by step instructions, very good resources. Weaknesses: not much job information, not much general safety information, no welding addressed.

**Key Features:**
- Based on industry standards developed by the National Association of Home Builders and its Home Builders Institute, this comprehensive text covers the essentials of residential construction carpentry, including tools and materials, rough carpentry, and exterior and interior finish carpentry ensuring professional success on any jobsite.
- A new introduction covers industry-related topics, such as business practices, ethical and legal issues, career goals, customer service, and construction trends, as well as trade-specific career goals and career profiles of professionals working in the field.
- Updated content includes new material on heat loss and insulation, and revised coverage of power tools, blueprints, codes, building layout, insulation, and wall finish.
- “Green Tip” and “Green Checklist” boxes offer students insights into important environmentally friendly and energy-efficient industry trends and practices they will likely encounter as working professionals.
- Know Your Codes” prompts students to research local and regional building codes, providing excellent practice for a critical on-the-job skill.

<table>
<thead>
<tr>
<th>Title of Material</th>
<th>ISBN</th>
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<tbody>
<tr>
<td>Residential Construction Academy : Carpentry , Vital Source</td>
<td>97811133715207</td>
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<tr>
<td>Residential Construction Academy : Carpentry , Instructor’s Guide</td>
<td>9781111308278</td>
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<tr>
<td>Residential Construction Academy : Carpentry , Instructor’s Resource CD-ROM</td>
<td>9781111308285</td>
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<tr>
<td>Residential Construction Academy : Carpentry , DVD Set # 1</td>
<td>9781111308308</td>
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<tr>
<td>Residential Construction Academy : Carpentry , DVD Set # 2</td>
<td>9781111308315</td>
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<td>Product</td>
<td>ISBN</td>
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<tr>
<td>Collision Repair and Refinishing: A Foundation Course for Technicians</td>
<td>9781133601876</td>
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**Notes:** An instructor should have no problem implementing this text to their whole program. Very organized and full of detailed info.

**Key Features:**
- COLLISION REPAIR AND REFINISHING: A FOUNDATION COURSE FOR TECHNICIANS, 2E covers all the major areas of collision repair and refinishing as outlined by NATEF. In-depth coverage includes structural and non-structural analysis and damage repair, welding, painting and refinishing, paint chemistry, sacrificial coatings for corrosion resistance, mechanical & electrical systems, and more. The logical progression of topics and easy-to-understand writing style are perfect for students with little or no prior exposure to collision repair.
- This is the first collision repair book written for 21st century students.
- Collision Repair and Refinishing: A Foundation Course for Technicians, 2e is comprehensive, well illustrated and completely up to date with the latest technologies.
- Expanded coverage of writing a resume, developing interview skills, and other skills needed that will help your students secure their first job.
- New content on mechanical and electrical components.
- Chapters revised to cover new and emerging technologies.
### Notes:
Textbook is a good resource for a component to the course. However, as a stand-alone text for the amount of standards being taught, it would not be enough. Strengths: Text would be a great reference material for both student and instructor. Weaknesses: It lacks instructor resources that would allow a new teacher to enhance student learning. Lack of student resources.

**Key Features:**
*FIREFIGHTER SAFETY AND SURVIVAL* introduces and explains the history and principles of the 16 Firefighter Life Safety Initiatives. This text was developed using the Fire and Emergency Services Higher Education (FESHE) outcomes and outlines from the Firefighter Safety and Survival model curriculum.

- Approved Methodologies: Correlates directly with the 16 Fire and Life Safety Initiatives from the National Fallen Firefighters Foundation (NFFF) and the Fire and Emergency Services of Higher Education (FESHE) outcomes.
- Real-World Material: Easy-to-read, realistic situations help firefighters of all ranks absorb the concepts and apply them in their profession.
- Alternative Applications: Examples of safety problems and solutions from other industries where high risk, life safety, and human response all come into play demonstrate different ways to analyze risk-benefit theories, implement standard procedures, and promote a safety culture.
- Hands-on Activities: Activities of varying levels encourage students to apply safety theories and concepts to the realistic scenarios they may see in their own specific careers.
- Life-Saving and Life-Changing Ideas: Packed with new and evolving ideas, Firefighter Safety and Survival gives both seasoned professionals and rookies the knowledge and tools they need to make a difference in their departments without sacrificing cherished, longstanding traditions.
**Notes:** Good resource for hydraulic valves and electric motors. Strengths: Electric motor section, hydraulic valve, good illustrations. Weaknesses: Idaho code 54-1003 limits how much the electrical content can be applied legally in Idaho. (Maintenance electrician) Chapter sequence in electrical was not in the order we would teach them in. Rigging section is outdated, specifically use of wire rope clips. Disjointed when explaining center of gravity. Illustration was five pages past explanation. No teachers Guide/Edition, no job/skill/resume writing at all, no development of leadership skills.

**Key Features:**

INDUSTRIAL MAINTENANCE, Second Edition, provides a strong foundation in all five major areas of industrial maintenance, including general, mechanical, electrical, welding, and preventive maintenance. In addition to essential information on safety, tools, industrial print reading, and electrical theory, this comprehensive text includes a detailed exploration of modern machinery and equipment to help you understand, diagnose, troubleshoot, and maintain a wide variety of industrial machines.

- The Second Edition has been thoroughly updated to reflect current equipment, standards, and practices in industrial maintenance, including new information on ladders and scaffolds, rigging and mechanical installations, link- and V-belts, rotary actuators, electrical equipment (boxes, enclosures, conduit bodies and fittings, and busways), transformer configurations, 9- and 12-lead motor connections, solenoids, solid-state motor protectors, compact fluorescent and LED lighting, and more.

- A new, visually striking, full-color layout offers greatly enhanced visual appeal to engage students’ interest, while more than 700 photos and illustrations help reinforce important or complex concepts and enable students to ground chapter contents in a practical, real-world context.

- Eye-catching safety and caution features draw students’ attention to important information related to job safety and potentially dangerous work-related situations.

<table>
<thead>
<tr>
<th>Industrial Maintenance, Vital Source</th>
<th>9781285661506</th>
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<tr>
<td>Industrial Maintenance, Instructor Companion Website</td>
<td>9781133131205</td>
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<tr>
<td>Industrial Maintenance, Workbook</td>
<td>9781133131212</td>
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<tr>
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<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cengage Learning</td>
<td>Introduction to Law Enforcement and Criminal Justice</td>
<td>Hess/Hess/Orthmann/Cho</td>
<td>2015</td>
<td>9-12</td>
<td>9781285444321</td>
<td>Recommended as a resource/supplemental program for Law Enforcement</td>
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</tbody>
</table>
Notes: Good book for a college student. Resource supplement only for 9-12. Layout is clear, consistent and understandable. Love the career profile stories. Internet assignments for advanced learning-independent learning. Discussion questions provide deep level thinking. On-line data base uses new technology. Good use of vocabulary and terms. Good history/current events. Terms on side of text- great. Books for law enforcement class only- not fire, EMS or Corrections. Report Writing, fraud, domestic abuse and courtroom procedures are lacking. Readability and content is college and career prepared. Level is too high for 9-12. Recommend as resource only. Does not follow PTE curriculum for all 4 classes, law enforcement only.

Key Features:
This comprehensive and practical book covers law enforcement and the criminal justice system as a whole (including courts, corrections, and juvenile justice) in one easy-to-understand volume. You'll find a realistic and relevant "boots on the street" perspective, real world examples in every chapter, and up-to-date information on a wide range of today's hottest topics, the Towards Zero Death (TZD) traffic safety initiative, rapid DNA profiling, CompStat Plus, warrantless searches of vehicles, hacktivism, iPads/tablets and geolocation "pinging" communication devices in the field, joint terrorism task forces (JTTFs), and more.

- New material has been added on the results of the Philadelphia Foot Patrol Experiment, joint terrorism task forces (JTTFs), the Toward Zero Deaths (TZD) traffic safety initiative, hacktivism, technology in policing (SpotShotter gunshot detection, rapid DNA profiling, communication devices in the field such as iPads/tablets, and geolocation "pinging"), and more.
- The most recent statistics on criminal justice system employment and expenditures; crime, criminal events, and victimization; red-light running fatalities, work zone fatalities, seat belt use, alcohol-impaired driving and distracted driving; community policing and intelligence-led policing; post-conviction exonerations based on DNA evidence; and more are included.
- Additional case studies bring the material to life.
- New career profiles showcase the day-to-day work of a blood spatter expert, a crime scene investigator, and a child safety educator from the Jacob Wetterling Resource Center.

Introduction to Law Enforcement and Criminal Justice, Vital Source 9781305147089

Introduction to Law Enforcement and Criminal Justice, Instructor Companion Website 9781285444413

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cengage Learning</td>
<td>Masonry Skills</td>
<td>Kreh</td>
<td>2015</td>
<td>9-12</td>
<td>9781285426839</td>
<td>Recommended as a comprehensive program for Masonry</td>
</tr>
</tbody>
</table>
**Notes:** Concise, easy to use, good diagrams, key terms. Needs to be in color, paperback. Not much for teacher resources.

**Key Features:**
MASONRY SKILLS, Seventh Edition, provides a comprehensive, reader-friendly guide to the masonry trade, covering fundamental principles, basic practices, advanced techniques, and new trends and developments in both residential and commercial masonry.

- A focus on greener and more sustainable building practices are highlighted in the text where applicable, offering insight into this growing industry trend.
- Current industry requirements, such as OSHA (Occupational Safety & Health Administration) and the BIA (Brick Industry Association), ensure that masons comply with the latest standards and best practices.
- New and enhanced projects encourage application of the techniques presented in each unit and enable aspiring masons to practice important skills.
- Reader-friendly approach is complemented by a sleek new design, two full-color sections, and brand new photos to enhance learning.
- Teaching and learning is enhanced through supporting materials, including an Instructor Resources CD and a Companion website featuring tools for the instructor and student.

<table>
<thead>
<tr>
<th>Masonry Skills, Vital Source</th>
<th>9781305177918</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masonry Skills, Instructor Companion Website</td>
<td>9781285426921</td>
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</table>

<table>
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<tr>
<th>Publisher</th>
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<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cengage Learning</td>
<td>Precision Machining Technology</td>
<td>Hoffman/ Hopewell/Janes</td>
<td>2015</td>
<td>9-12</td>
<td>9781285444543</td>
<td>Highly Recommended as a comprehensive program for Precision Machining</td>
</tr>
</tbody>
</table>
Notes: Cutter geometry and graphics. Good quality pictures and graphs.

Key Features:
- Packed with detailed examples and illustrations, PRECISION MACHINING TECHNOLOGY, 2e delivers the ideal introduction to today's machine tool industry, equipping readers with a solid understanding of fundamental and intermediate machining skills. Completely aligned with the National Institute of Metalworking Skills (NIMS) Machining Level I Standard, the book fully supports the achievement of NIMS credentials.
  - Packed with real-world illustrations, PRECISION MACHINING TECHNOLOGY, 2e offers a thorough introduction to the field of precision machining as it is practiced today.
  - Completely updated to full Texas standards, the new edition covers the latest practices and developments from the field.
  - The expanded appendix includes new reference material and machining data, offering students a wealth of additional resources.
  - Reflecting real-world practice, expansive cutting tool coverage offers the most up-to-date information available.
  - New coverage of teamwork and leadership helps equip students with the tools to succeed in today's workplace.

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<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cengage Learning</td>
<td>Welding Principles and Applications</td>
<td>Jeffus</td>
<td>2012</td>
<td>9-12</td>
<td>9781111039172</td>
<td>Recommended as a comprehensive program for Welding</td>
</tr>
</tbody>
</table>
Notes: E-book/text easy to use. Success stories/strength. Bookshelf program/app did not work with chromebook.

Key Features:
WELDING: PRINCIPLES AND APPLICATIONS, 7E has been updated to include new welding processes, technologies, techniques and practices. It also contains hundreds of new and updated photographs and illustrations, as well as environmental and conservation tips. Your students will find tight shots of actual welds that will help them quickly learn a variety of different welding processes used today.

- Includes hundreds of new and updated photographs and line art.
- Includes environmental and conservation tips.
- Includes new welding processes and technologies.
- Contains expanded material on processes such as Plasma Cutting, Flux Cored Arc Welding, and Gas Metal Arc Welding.
- Contains new chapters that include Shop Math, Reading Technical Drawings, and Fabricating Techniques and Practices.
- Covers the most current welding technologies, so your students can feel confident that they are well-prepared for entering today's welding field.
- Includes a newly revised companion Study Guide/Lab Manual that makes it easy for your students to gain hands-on welding practice.

<table>
<thead>
<tr>
<th>Product</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding Principles and Applications, Vital Source eBook (6 year access)</td>
<td>9781133209478</td>
</tr>
<tr>
<td>Welding Principles and Applications, Instructor Resource CD-ROM</td>
<td>9781111039165</td>
</tr>
<tr>
<td>WELDING PRINCIPLES AND APPLICATIONS, Study Guide/Lab Manual</td>
<td>9781111039189</td>
</tr>
<tr>
<td>Publisher</td>
<td>Title of Material</td>
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</tr>
<tr>
<td>Cengage Learning</td>
<td>Investigating Your Career</td>
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</table>

Notes: Text was sent for 6-7 grades Family and Consumer Science – Life and Career Explorations; this text would be useful for 9-12 grades Family and Consumer Science – Career and Personal Development. The reading level and topics are of higher complexity than a 6-7 grade level. Text should also be considered for Individualized Occupational Training (IOT) 9-12 grades. Publisher lists grade level for 9-12.

Strengths: Consistent formatting; Up-to-date technology techniques including blogging activities for students; Real People/Real Career information was very good; Real Life Focus information was helpful; Online application includes résumé builder, interactive behavioral interview experience, and videos with interview tips and techniques; Additional web connections were referenced; Questions for students to consider aid in higher level thinking; Learning from others assignments encouraged higher level thinking; Activities throughout the book were appropriate and included problem solving; Test generator included – Exam View; Student access to tests online or via print from Exam View; The Resource CD provided many activities in Career Interests and Exploration.

Weaknesses: Little information was provided for Health and Safety: a. Personal health and wellness practices. b. Personal health, safety, and wellness practices in the workplace. Relation to laws, but no relation to employee responsibilities. The purple and green backdrop dots behind the text starting on page 4 and continuing throughout the book could make the text difficult to read/focus on. The Resource CD focused most activities on Career Interests and Exploration, and very few others to cover the remaining standards. Could be used for Career and Personal Development or IOT.
### Key Features:

Investigating Your Career, 3E offers students an opportunity to direct their attention toward an area of interest that might develop into a career path while also identifying high school and college course offerings related to their career choices.

- **SOCIAL NETWORKING** – As it becomes the way the 21st Century communicates today, a new lesson on social networking has been added. The topic is also infused throughout the chapters.
- **PERSONAL FINANCE** - A new chapter covers budgeting, checking and savings accounts, saving and paying for education, and credit and debit cards.
- **BLOG** – An activity at the end of each chapter leads to a blog project at the end of each part. The part projects then lead to a capstone blog activity at the end of the book giving students the opportunity to put learning into practice.
- **PLANNING A CAREER IN . . .** features that introduce each chapter correlate to the 16 CAREER CLUSTERS and present the employment outlook, possible job titles, and needed skills and education associated with a career in that cluster.
- **ALTERNATE WAYS OF WORKING** - New lessons has been added on entrepreneurship, global career opportunities, flex schedules and more providing opportunities for students to learn in multiple ways.

**MAKE ACADEMIC CONNECTIONS** provides the integrated curriculum activities that show students how advertising concepts relate to other courses of study.

<table>
<thead>
<tr>
<th>Product</th>
<th>ISBN</th>
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<tbody>
<tr>
<td>Investigating Your Career, Interactive eBook (6 year access)</td>
<td>9781285260648</td>
</tr>
<tr>
<td>Investigating Your Career, Student Edition + 6 PAC Interactive eBook</td>
<td>9781285260631</td>
</tr>
<tr>
<td>Investigating Your Career, Student Edition</td>
<td>9781111575502</td>
</tr>
<tr>
<td>Investigating Your Career, Interactive eBook (6 year access)</td>
<td>9781285003726</td>
</tr>
<tr>
<td>Investigating Your Career, Annotated Instructor's Edition</td>
<td>9781111576042</td>
</tr>
<tr>
<td>Publisher</td>
<td>Title of Material</td>
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<tr>
<td>Cengage Learning</td>
<td>Nutrition &amp; Diet Therapy</td>
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</tbody>
</table>

**Notes:** The book seems like a great book. It doesn’t align with our content and would be great in a different class. We could use it as a supplemental material for nutrition units. Strengths: Very strong in nutrition units. We enjoyed the activities at the end of each chapter. Weaknesses: doesn’t include most of our standards, doesn’t include our needs for students to be prepared to cook in a lab.

**Key Features:**

NUTRITION & DIET THERAPY11E is an updated introduction to the essentials of nutrition concepts, good health and client care that will provide you with a solid foundation in nutrition. This book addresses misconceptions presented in the media about the link between good nutrition and good health and will enable you to more effectively help your clients improve their nutrition and overall health.

- Contains newly revised chapters and research.
- New - vitamin D3 recommendations and current research for all ages about the importance of increasing vitamin D3 intake.
- New - diet quality of children in America, new information on ADHD and diet, and expanded information on eating disorders.
- New - information on weight management across the lifecycle and obesity trends in kids and adults.
- New - an expanded list of oral medications used to treat diabetes, and a new chart of insulin currently available to treat diabetes.
- New information on Americans with diabetes, an expanded list of oral medications used to treat diabetes, and a new chart of insulin currently available to treat diabetes.

| Nutrition & Diet Therapy, Instructor Companion Website | 9781133959953 |
### Notes:
Strong online resources. Talks about financial security—savings, investing, and insurance. Education and financial security link between them. Does not provide MAC resources. The macro economic factors are not there. Does not promote higher order thinking.

### Key Features:
Learn how to plan and manage your personal finances, achieve a financially successful life, and take responsibility as a citizen. PERSONAL FINANCIAL LITERACY, Second Edition, is aligned with the Jump$tart Coalition's National Standards for Personal Financial Literacy. The personal focus of this course makes it relevant and meaningful to all; in particular, to those just starting down the path to personal financial independence.

- All features include a question or activity for application of topic.
- Exploring Careers link contents more closely to the sixteen career clusters.
- Net Bookmark is a short feature that provides chapter-related activities to be completed using online research.
- Take Action is a feature that provides an opportunity to synthesize the concepts by participating in an ongoing project throughout the text.

<table>
<thead>
<tr>
<th>Personal Financial Literacy, CourseMate (6 year access)</th>
<th>9781133808848</th>
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<tbody>
<tr>
<td>Personal Financial Literacy, Student Edition + 6 PAC CourseMate</td>
<td>9781133808862</td>
</tr>
<tr>
<td>Personal Financial Literacy, Student Edition</td>
<td>9780840058294</td>
</tr>
<tr>
<td>Personal Financial Literacy, Coursemate w/eBook (6 year access)</td>
<td>9781111861544</td>
</tr>
<tr>
<td>Personal Financial Literacy, Annotated Instructor's Edition</td>
<td>9780840058645</td>
</tr>
<tr>
<td>Personal Financial Literacy, Instructor's Resource CD-ROM</td>
<td>9780840058706</td>
</tr>
<tr>
<td>Publisher</td>
<td>Title of Material</td>
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<tr>
<td>Cengage Learning</td>
<td>Emergency Medical Technician Exam Review</td>
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</table>

**Notes:** Not up to date, in scope of practice CPR questions some content areas were weak, did have good use of vocabulary throughout with clear questions. Not a textbook- Exam Review Only. Strengths: Good use of vocabulary throughout booklet. Questions were clear with simple expectations. Weaknesses: Exam book only. Not a textbook. Questions do not validate WREMT skill sheets. ALS questions in CPR not BLS. Out of scope of practice. Not enough geriatric problems. Some content was on the slim side. Not enough critical thinking questions or pathophysiology questions.

**Key Features:** With over 1,500 practice questions, the second edition of Emergency Medical Technician Exam Review is essential for anyone planning a career as an EMT. Designed to prepare students for the certification exam, questions are based on the EMT level of the National EMS Educational Standards and follow the American Heart Association Guidelines for ECC and CPR.

- Follows the National EMS Education Standards and the American Heart Association Guidelines for ECC and CPR to evaluate students on the latest techniques and required competencies.
- Includes newly developed questions that reflect the current standards, practices, and technology from the field so students are prepared for the exam – and beyond.
- Offers two thoroughly revised, full-length, practice exams as well as all-new Skill Sheets, both designed to simulate state and national certification exams.
- Focuses on specific topic-by-topic questions to ensure mastery of content.

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<tr>
<td>Emergency Medical Technician Exam Review, Vital Source eBook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9781285401317</td>
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<tr>
<td>Emergency Medical Technician Exam Review, StudyWare CD</td>
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<td></td>
<td></td>
<td>9781133131281</td>
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</table>
**Notes:** Extremely user-friendly. Up-to-date and good accurate explanations. Strengths: Separate skill practice explanations are great. Get the feeling it is extremely user-friendly even upon first exposure. Weaknesses: Students cannot access text online nor can they access study materials without a copy of student disk.

**Key Features:**
HEALTH SCIENCE 8th edition continues to be the all in one resource for introductory coursework in the health science curriculum. Organized in two parts, the first section of the book presents foundational information required to enter a broad range of health professions, such as infection control, first aid, and professionalism. The second provides fundamental entry-level skills by specific careers, including medical assisting, dental assisting, and more.

- Provides more than 800 newly updated photos and illustrations that enhance learning and clarify technical content.
- Includes a new chapter on Medical Math that allows you to apply math concepts in health science careers.
- Career information has been updated and organized according to the Health Science Career Clusters.
- Includes many updates such as new viruses that can become potential sources of epidemics and pandemics, new health care careers, technological changes in health care and electronic medical records, information on the Patient Protection and Affordable Care Act and much more.
- Includes revisions to the section on cardiopulmonary resuscitation (CPR) to meet the American Heart Association's new 2010 standards for health care professionals.
### Key Features:
- Includes the newest, cutting-edge facts and advances in Sports Medicine and Athletic Training.
- Follows the six domains of athletic training: prevention; recognition; evaluation and assessment; immediate care; treatment; rehabilitation and reconditioning; organization and administration; and professional development and responsibility.
- Contains a more thorough depth and coverage of anatomy and physiology.
- Offers discussion and insight into a wide range of careers related to Sports Medicine.
- Ancillary materials, including seven newly developed 3-D animations visually present AC sprain and rotator cuff injury, ACL sprain, inversion sprain, hamstring strain, taping of the ankle and Achilles tendon, and head injuries with a focus on concussions.

### Notes:
- Good for high school level of this type of course. Quizzes in workbook good for Formative Assessments.
- Teacher and student texts can stand alone. Supplementals are a plus, but not absolutely necessary.
- Strengths: Great visual materials. Layout is smooth.

### Introduction to Sports Medicine and Athletic Training

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cengage Learning</td>
<td>Introduction to Sports Medicine and Athletic Training</td>
<td>France</td>
<td>2011</td>
<td>9-12</td>
<td>9781435464360</td>
<td>Highly Recommended as a comprehensive program for Sports Medicine/Athletic Training</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Title of Material</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
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<tbody>
<tr>
<td>Introduction to Sports Medicine and Athletic Training, Instructor’s Resource CD-ROM</td>
<td>9781435464377</td>
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<tr>
<td>Introduction to Sports Medicine and Athletic Training, Workbook</td>
<td>9781435464384</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sports Medicine and Athletic Training, Study Ware CD</td>
<td>9781111537968</td>
<td></td>
</tr>
<tr>
<td>Publisher</td>
<td>Title of Material</td>
<td>Author</td>
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</tr>
<tr>
<td>F. A. Davis</td>
<td>Essentials of Anatomy and Physiology, 6E</td>
<td>Valerie Scanlon</td>
</tr>
</tbody>
</table>

**Notes:** Very organized and comprehensive. Excellent pathophysiology. Exceptional test banks. Set up for Blackboard, Angel, Moodle, and SCORM. No teacher edition submitted, paperback only. Supplementary materials flash based, difficult to access on iPads.

**Key Features:** Makes A&P fun and easy to study. A student-friendly writing style, the author is well known in the way she makes complex information easier to understand. Bright beautiful art work within the text gives students a great view of exactly what they are learning. Chapter Review Podcasts, Cases Studies, and extra exercises to review.

- Student Workbook for Essentials of Anatomy and Physiology 6E
- DavisPlus - For Student
- DavisPlus - For Instructor

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<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. A. Davis</td>
<td>Understanding Anatomy and Physiology</td>
<td>Gale Thompson</td>
<td>2012</td>
<td>9-12</td>
<td>9780803622876</td>
<td>Recommended as a comprehensive program for Anatomy and Physiology for Health Professions</td>
</tr>
</tbody>
</table>

**Notes:** Learning objectives were only found on student website. Assumes all students have internet access. Addition of Human Bio exceeds current performance practices. Arrangement of concepts with visual diagrams very effective. Great for visual learners. Leadership opportunities were only found under house calls in teacher manual. Online text available with premium package. Lacking higher level thinking activities and questions. Really liked heartsongs. Think students will really enjoy format. "Key topics" at the end of the chapter not as comprehensive as learning objectives. There is a general discussion of learning styles in the instruction manual. No clear instructional plans. Can only access online activities with Adobe Flash based system. Excludes iPad users. No teacher edition submitted. No glossary.
**Key Features:** Beginning with an overview of the body, including its chemical and cellular structures, then progress to one-of-a-kind portrayals of each body system, grouped by function. A wealth of full-color illustrations, figures, sidebars, helpful hints, and easy-to-read descriptions make information crystal clear. Each unique page spread provides an entire unit of understanding, breaking down complex concepts into easy-to-grasp sections.

![Image](https://via.placeholder.com/150)

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<tr>
<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>R=Resource Correlation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. A. Davis</td>
<td>Introduction to Health Care in a Flash! An Interactive, Flash-Care Approach</td>
<td>Marilyn Turner</td>
<td>2013</td>
<td>9-12</td>
<td>9780803625860</td>
<td>Recommended as a resource/supplemental program for Anatomy and Physiology for Health Professions</td>
</tr>
</tbody>
</table>

**Notes:** Flashcards helpful, although not outstanding. Test Bank and Power Points are helpful, although not engaging. Missing a lot of important elements. Skills not presented in measurable format - need charts, graphs, etc. Book does not capture interest easily. No color, no pictures.

**Key Features:** Introduces students to the health care environment in which they will be working. Covers communication, cultural sensitivity, human body basics, assessing the patient, ethical and legal aspects, and securing a job. Health Professions career overviews presented in concise tables.

<table>
<thead>
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<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
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</thead>
<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Small Gas Engines</td>
<td>Roth, Fisher, Gauthier</td>
<td>2012</td>
<td>9-12</td>
<td></td>
<td>Highly Recommended as a comprehensive program for Small Gas Engines, Small Engine Repair</td>
</tr>
</tbody>
</table>
### Notes:
Strengths: Clear pictures and graphics - easy to understand, especially carburetors, manageable size, comprehensive - goes through engine, could be for intermediate and advanced students. Weaknesses: online textbook hard to read and navigate, no general intro on use and importance of small engines, no teacher edition with notes.

**Key Features:** *Small Gas Engines* explores the principles of small gasoline engine design, construction, and operation. It also presents a detailed overview of small engine maintenance, troubleshooting, service, rebuilding, and repair. In addition, *Small Gas Engines* includes extensive coverage of outdoor power equipment applications and the specialized service related to each type of equipment.

### Key Features:
*Small Gas Engines* explores the principles of small gasoline engine design, construction, and operation. It also presents a detailed overview of small engine maintenance, troubleshooting, service, rebuilding, and repair. In addition, *Small Gas Engines* includes extensive coverage of outdoor power equipment applications and the specialized service related to each type of equipment.

### Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | Correlation
--- | --- | --- | --- | --- | --- | ---

**Notes:** Strengths: Design process, electronics, manufacturing, online resources. Weaknesses: Leadership, transportation, robotics, residential and industrial construction.

**Key Features:** *Engineering Fundamentals* provides a complete introduction to the field, starting with the design process and then reviewing, in-depth, nine of the top disciplines. For each discipline, career options, educational requirements, basic math and science principles, and real-world applications are presented. The content fully supports STEM initiatives and an activity-based curriculum.

### Publisher | Title of Material | Author | Copyright | Grade Level | ISBN | Correlation
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<th>Grade Level</th>
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<th>Correlation</th>
</tr>
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<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Technology &amp; Engineering</td>
<td>Wright</td>
<td>2012</td>
<td>9-12</td>
<td></td>
<td>Recommended as a comprehensive program for Manufacturing Systems I, Recommended as a comprehensive program for Fundamentals of Engineering Technology, Recommended as a comprehensive program for Technological Design</td>
</tr>
<tr>
<td></td>
<td>Notes: Super text- Can be used for several subjects in ETE and Tech. Ed. Great text for Fundamentals of Engineering and Technological Design. Okay Text for Manufacturing I. Addresses standards for technological literacy beyond requirements. Limited on construction and robotics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Key Features: <em>Technology &amp; Engineering</em> covers seven major areas: communication and information; transportation; construction; manufacturing; medicine; agriculture and biotechnology; and energy and power. It discusses how people use technology and why technological systems work the way they do. The understanding of problem solving and design processes is emphasized, and the text contains information on automation and robotics, digital photography, digital signals, and employment skills and opportunities.</td>
</tr>
<tr>
<td></td>
<td>Technology &amp; Engineering Bundle - Text + Online 6yr Classroom Subscription</td>
<td></td>
<td></td>
<td></td>
<td>978-1-61960-089-8</td>
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<tr>
<td></td>
<td>Technology &amp; Engineering - Tech Lab Workbook</td>
<td></td>
<td></td>
<td></td>
<td>978-1-60525-413-5</td>
<td></td>
</tr>
<tr>
<td>Goodheart-Willcox</td>
<td>Video: Digital Communication &amp; Production</td>
<td>Stinson</td>
<td>2013</td>
<td>9-12</td>
<td></td>
<td>Recommended as a component program for Video Editing Technology</td>
</tr>
</tbody>
</table>
**Notes:** This text is a great text for an “Intro to Video” course, focusing on video production techniques. If the broadcasting classes are part of a comprehensive program (including live studio production), the teacher may want to opt for a more comprehensive text. There is no mention of television history, and very little time spent on ethics and safety. The visuals are strong and the layout of the text is pleasing, with sidebars and boxes of useful information, “chunked” in small, interesting blurbs. Overall, it’s pretty complete and accurate in the topic it covers, but it’s lacking an entire component on broadcasting.

**Key Features:** *Video: Digital Communication & Production* addresses the needs of students who want to pursue a career in video production, as well as those that want to produce professional-quality videos for personal use. It provides a comprehensive introduction to creating videos with topics such as preproduction planning, camera system operation, lighting, audio, directing, and postproduction. Digital equipment and processes are featured.

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Television Production &amp; Broadcast Journalism</td>
<td>Harris</td>
<td>2012</td>
<td>9-12</td>
<td>978-1-60525-819-5</td>
<td>Recommended as a comprehensive program for Broadcast and Video Technologies</td>
</tr>
</tbody>
</table>

**Notes:** While text covers a comprehensive program, some material is dated. The text does not spend a lot of time on the philosophy of video production. The content focuses on live studio production and does not explore careers outside of that realm.

**Key Features:** *Television Production & Broadcast Journalism* prepares students to work in the industry by providing an overview of the equipment, job responsibilities, and techniques involved with both studio and remote location work. The activities and processes involved with each phase of production are presented. Broadcast journalism coverage includes ethics and news judgment, news writing, and conducting interviews.
## Television Production & Broadcast Journalism - Workbook

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<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Auto Collision Repair and Refinishing</td>
<td>Crandell</td>
<td>2014</td>
<td>9-12</td>
<td>978-1-60525-351-0</td>
<td>Highly Recommended as a comprehensive program for Auto Body Collision Repair</td>
</tr>
</tbody>
</table>

**Notes:** Meets criteria for objectives, content and organization of publication.

**Key Features:** *Auto Collision Repair and Refinishing*, written by an ASE-Certified Master Collision Repair Technician, details the latest techniques in the field in addition to traditional procedures. Content is organized around ASE's Collision Repair & Refinish Certification Tests (B Series) in order to provide students and experienced technicians an exam preparation tool. This comprehensive textbook includes an extensive chapter on estimating, providing instruction on this valued, real-world task. It also details repair techniques for mechanical systems, such as brake systems and cooling systems.

**Auto Collision Repair and Refinishing Bundle - Text + Online 6yr. Classroom Subscription**


**Auto Collision Repair and Refinishing - Workbook**


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<tr>
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<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Modern Automotive Technology</td>
<td>Duffy</td>
<td>2014</td>
<td>9-12</td>
<td></td>
<td>Recommended as a comprehensive program for Automotive Technology</td>
</tr>
</tbody>
</table>
Notes: Strengths: Great illustrations and diagrams. This text drew my eyes and interest right off. I like the job sheets. Weaknesses: Large size- better if divided into related sections. Little or no diesel emission info. - no DEF info.

Key Features: Modern Automotive Technology is a comprehensive textbook organized around the ASE automobile test areas that supports career readiness for those wishing to pursue a job in the automotive industry. It details the construction, operation, diagnosis, service, and repair of late-model automobiles and light trucks. Using a building block approach, students first learn the fundamentals of automotive systems and then progress gradually to complex diagnostics and service procedures. Updated content throughout the textbook, including a new Fundamentals of Electricity and Electronics section and a new Superchargers and Turbochargers chapter, prepares students to service today’s vehicles.

Modern Automotive Technology Bundle - Text + Online 6yr Classroom Subscription 978-1-61960-374-5

Modern Automotive Technology - Workbook 978-1-61960-375-2

Modern Automotive Technology - Shop Manual 978-1-61960-377-6

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<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Modern Welding</td>
<td>Althouse, Turnquist, Bowditch</td>
<td>2013</td>
<td>9-12</td>
<td>978-1-61960-375</td>
<td>Recommended as a component program for Welding</td>
</tr>
</tbody>
</table>
**Notes:** The text has a lot of good information and we feel it would make a great resource but did not meet enough of the content standards. Strengths: Layout of the whole book is nice. Weaknesses: no mention of MSOS, no posted evacuation procedures. No hand tool usage. No mention of material list for Mech. Drawings. Nothing on fasteners tables and charts, no section on fabrication and layout, OFW-OFC- way too much content.

**Key Features:** *Modern Welding* is the comprehensive text of choice for student learning. It presents the fundamentals, equipment, and techniques required for the most common welding and cutting processes used commercially. The text also covers underwater welding and cutting, robotic welding, and heat treatments. Step-by-step procedures along with detailed illustrations make welding easy to understand for new students. Terms used throughout the text conform to AWS Standard A3.0M/A3.0:2010. Several chapters explain the welding workplace and the how-to's for career success.

Modern Welding Bundle - Text + Online 6yr. Classroom Subscription  
978-1-61960-114-7

Modern Welding - Lab Workbook  
978-1-60525-797-6

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<thead>
<tr>
<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Exploring Life and Career</td>
<td>Dunn-Strohecker, Tippett</td>
<td>2012</td>
<td>6-7</td>
<td>978-1-61960-049-2</td>
<td>Recommended as a comprehensive program for Exploratory Family and Consumer Sciences</td>
</tr>
</tbody>
</table>

**Notes:** Strengths: This text met all the objectives. The layout is very good. Chapter reviews encourage leadership and higher order of thinking. The online companion website had great activities as well. Weaknesses: The information is very limited and basic. There is not a lot of depth of information. The text jumps around and information doesn’t flow in all places.

**Key Features:** *Exploring Life and Career* explores the issues facing students and provides the information needed to make wise decisions. The text addresses topics such as personal development, relationships with family and friends, career options, healthful living, relating to peers, dealing with family crises, and managing family living. Students gain critical-thinking skills while they learn about alternatives to different situations so they can make the best choices for themselves. College and career readiness activities are included.

Exploring Life and Career Bundle - Text + Online 6yr Classroom Subscription  
978-1-61960-049-2
### Publisher: Goodheart-Willcox

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<tr>
<th>Title of Material</th>
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<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Culinary Professional</td>
<td>Draz, Koetke</td>
<td>2014</td>
<td>9-12</td>
<td>978-1-60525-617-7</td>
<td>Recommended as a comprehensive program for Food Production, Management and Service, Advanced Food Production, Management and Service</td>
</tr>
</tbody>
</table>

**Notes:** Strengths: Excellent visuals and graphics; step by step processes; integration of Common Core, STEM; online materials compliment text for assessment, practice, concepts; video clips for visual learners; student guide writing, reviewing key concepts, terminology; multi pedagogy styles and techniques; knife skills; lab book objectives. Weaknesses: not conversational- dry materials; scratch vs. speed preparations methods not explained in text; key areas of appetizers, hors d’oeuvres not mentioned or covered; no QR codes; lab book not in sequence with textbook; lab book rubrics is not thorough.

**Key Features:** *The Culinary Professional* provides the comprehensive instruction students need to be successful in a culinary arts career. It covers culinary techniques in addition to the identification of foods and equipment used in a professional kitchen and the knowledge and skills needed to manage a foodservice operation. Career readiness activities and multiple features, including ethics, prepare students for the workplace. Common Core content is included. The text is adaptable to courses of any length.
### Notes:
- We thought it was an excellent book! We would have loved a teacher edition to help higher level thinking for students.
- Strengths: experiments in the back; great graphics; excellent lab book with charts, vocab. Building, games, evaluation data, and analyzing data.
- Weaknesses: never had any FCCLA reference; jumped around a lot. No consistency in sequence; critical thinking questions could have been on a higher level; no background knowledge at the beginning of the text.

### Key Features:
*Principles of Food Science* demonstrates how the laws of science are at work in the preparation of food, both at home and in industry. By studying nutrients and other food components, students learn basic chemistry concepts, including the structure of atoms, different forms of energy, and water’s role as the universal solvent. The text covers macronutrients, micronutrients, and micro components; the positive and negative effects of microbes on foods; and food preservation and packaging.
**Notes:** Strengths: Chapter objectives; Common Core strategies at end of chapter; clear graphics; ethics promoted in every chapter to soft skills learning; going green graphics; study guide- integrated learning strategies using math, vocab, charts, research, scenarios. CD: Teacher resources include rubrics for participation, teaching strategies, correlates common core standards, answers to student workbook, lesson plans; Weaknesses: lack of questioning in chapters with side articles; no reference to FCCLA, more common core math and questioning throughout all chapters; no problem solving scenarios questioning, link resources- would have been helpful to know more with QR codes or other. CD: no assessments in teacher resource CD- have to purchase separately.

**Key Features:** *Hospitality Services* presents students with the opportunity to learn about food and beverage, lodging, travel, tourism, and recreation. The business aspects of these areas are covered, including human resources, accounting, sales, and marketing. Additionally, the roles, responsibilities, and required skills of individuals choosing hospitality as a career path are included.

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<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Guide to Good Food</td>
<td>Largen, Bence</td>
<td>2015</td>
<td>9-12</td>
<td>978-1-61960-273-1</td>
<td>Highly Recommended as a comprehensive program for Nutrition and Foods</td>
</tr>
</tbody>
</table>

**Notes:** Strengths: All standards are covered. It is a comprehensive overview of Nutrition and Foods. Chapter Reviews include helpful and varied activities that develop common core skills and critical thinking skills. Online site is appealing. Weaknesses: Basic ingredients and examples of recipes using them in recipes are not covered. The importance and facilitation of family meal time is not covered.

**Key Features:** *Guide to Good Food* provides an in-depth look at how to select, store, prepare, and serve nutritious, appealing dishes. Menus and recipes with easy-to-follow, step-by-step directions and nutritional analyses are included. Food-related careers are profiled in every chapter, and Career Success features are found throughout.

Guide to Good Food Bundle - Text + Online 6yr Classroom Subscription

978-1-61960-632-6
<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodheart-Wilcox</td>
<td>Foundations of Personal Finance</td>
<td>Campbell, Dansby</td>
<td>2014</td>
<td>9-12</td>
<td>978-1-61960-364-6</td>
<td>Highly Recommended as a comprehensive program for Personal and Family Finance/Economics</td>
</tr>
<tr>
<td></td>
<td>Notes: Excellent text with excellent resources. Excellent outside sources for students. End of chapter activities have variety for learning/practice.</td>
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<tr>
<td></td>
<td>Key Features: <em>Foundations of Personal Finance</em> provides a comprehensive framework for learning about personal financial literacy. By studying the text, students will learn how to make wise financial decisions that will help them lead a productive life and achieve financial security. This text aligns with the National Standards in K-12 Personal Finance Education published by the Jump$tart Coalition for Personal Financial Literacy®.</td>
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</table>

<p>| Foundations of Personal Finance Bundle - Text + Online 6yr Classroom Subscription | 978-1-61960-364-6  |
| Foundations of Personal Finance - Student Workbook                             | 978-1-61960-362-2  |</p>
<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Succeeding in Life and Career</td>
<td>Parnell</td>
<td>2012</td>
<td>9-12</td>
<td>978-1-61960-057-7</td>
<td>Recommended as a comprehensive program for Teen Living</td>
</tr>
</tbody>
</table>

**Notes:** Meets many, but not all, of the IOT standards. Pages of text have too much visual clutter with cartoon and photo integration, tabs, colors, and borders. Online functionality supports text and provides project-based learning for students. Text available online completely with search function. Strengths: Online access supports text with projects, activities, videos, etc. Many related and beneficial projects are introduced in the text Job interview information is detailed. Guide on page xvi explains procedures with project format. Reading Skills Handbook on page xxiv-xxvii is excellent. Hybrid text and online features are beneficial for modern student learning. Weaknesses: Military careers are not explored within the text. Career exploration is limited within the text, project online must be completed. Establishing short and long range goals is not present within the text. Networking, negotiating, and mentoring in careers are very limited within the text. Benefits, contact personnel, and hiring practices are very limited within the text. Multiple topics touched very briefly, not a lot of in-depth, critical thinking pieces outside of the encouraged projects. Some of the picture integration with the text is overwhelming, too much going on; cartoons present a more juvenile than professional approach (ie. depiction of dress of students on cover, etc.) No résumé example in text; could not locate on online access. No teacher search feature online outside of online textbook. **Key Features: Succeeding in Life and Career** is an advanced comprehensive text designed to help teens adjust to change, especially as they become young adults. A lifespan development chapter provides understanding of how people change over time, from newborn to older adult. Career readiness is stressed, and each of the 16 career clusters is explored along with related jobs and their requirements for success. Skills development, financial literacy, healthy lifestyles, housing, and transportation topics are also included.
<table>
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<tr>
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<th>Grade Level</th>
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</thead>
<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Preparing for Life and Career</td>
<td>Liddell, Gentzler</td>
<td>2012</td>
<td>6-8</td>
<td>978-1-61960-055-3</td>
<td>Recommended as a comprehensive program for Young Living</td>
</tr>
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<td></td>
<td>978-1-60525-627-6</td>
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<td>978-1-60525-626-9</td>
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**Notes:** We recommend for content area of Young Living, grades 6-8, but it is lower level thinking. Higher level thinking skills and technology integrations are limited in this addition. Not recommended for Teen Living, 9-12 as publisher suggests.

Strengths: Meets content standards; well organized; well linked to the companion website; we loved the connection to FCCLA; the reading prep section at the beginning of the chapter is useful; liked web activities and loved the option of printable version. Weaknesses: The text is information or knowledge-based, not inquiry based; e-book version needs to be more interactive with vocab and other links; needs more cultural integration beyond pictures; technology needs to be integrated throughout the textbook. For example, social media, text communication, etc.; in some school districts, the required plug-ins will be a huge problem without tech. administrative authority.

**Key Features:** *Preparing for Life and Career* is an intermediate, teen-focused comprehensive text that guides students in developing the skills needed for success as they become more independent. Unit subjects such as relationships, careers, nutrition, clothing, and transportation are covered by chapters divided into short, easy-to-understand sections. Interpersonal communications, consumer education, getting a job, caring for children, preparing foods, and sewing skills are included.

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<th>Grade Level</th>
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<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>Introduction to Anatomy and Physiology</td>
<td>Hall, Provost-Craig, Rose</td>
<td>2014</td>
<td>9-12</td>
<td>978-1-61960-055-3</td>
<td>Highly Recommended as a comprehensive program for Anatomy and Physiology for Health Professions</td>
</tr>
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CONSENT - SDE

TAB 10 Page 43
Notes: Lot of higher level thinking activities, analyzing and evaluating data, great labs, doable, and inexpensive. Lessons broken down into sections with vocab & assessments. Lesson plans for every chapter. Differentiation guidelines and sample rubrics. Excellent graphics. Lots of group work. Multiple cultures represented. Strengths: Section on scientific method & research; History of medicine, physics & forces that affect the body. Internet resources exceptional.

Key Features: *Introduction to Anatomy and Physiology* is a brand new, beautifully illustrated anatomy and physiology textbook program written and designed for high school students. The text includes thorough, accurate coverage of all the body systems in an inviting, accessible format that chunks chapter information into manageable lessons for the beginning anatomy and physiology student. An abundance of study aids, such as learning objectives, lesson summaries, vocabulary-building exercises, hands-on activities, real-world applications, and extensive assessment opportunities increase students' ability to succeed in this challenging course.

| Introduction to Anatomy and Physiology Bundle - Text + Online 6yr Classroom Subscription | 978-1-61960-552-7 |
| Introduction to Anatomy and Physiology - Instructor's Edition | 978-1-61960-416-2 |
| Introduction to Anatomy and Physiology - Workbook | 978-1-61960-417-9 |

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<th>Grade Level</th>
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</tr>
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<tbody>
<tr>
<td>Goodheart-Willcox</td>
<td>School to Career</td>
<td>Littrell, Lorenz, Smith</td>
<td>2014</td>
<td>9-12</td>
<td>978-1-61960-417-9</td>
<td>Highly Recommended as a comprehensive program for Career Exploration and Employment Preparation and Work-Based Learning</td>
</tr>
</tbody>
</table>
Notes: Career Clusters Handbook included in back of text. The text is available online with search functionality for the 27 chapters. Instructor’s Edition includes materials for presentations. QR Codes take students directly to Goodheart-Willcox textbook website. Strengths: Fundamental understanding of Economic System. Writing is strong, matter-of-fact. Clean presentation. Chapter 18 included a section on Labor Unions that was informative and unbiased. Accompanying student workbook is helpful with practice of presented ideas. Covers 100% of IOT Standards. Weaknesses: Sequence of information does not flow well, ie: job seeking is presented before career investigation. Little résumé information is available in text. Text is very long in comparison to the other texts reviewed. Index referenced pages were noted to be incorrect, ie: “Case” for the Case Studies shows pages 53 and 94, however there are no Case Studies on these pages.

Key Features: With School to Career, students will learn personal skills, decision-making skills, and employability skills that will help create a foundation for independence. Skills for success, such as teamwork and problem solving, communicating on the job, and leadership are also covered. Students will have an opportunity to research and learn about careers using Career Clusters to define their future goals. A Career Clusters Handbook, which describes each of the 16 clusters and lists jobs under the pathways, appears at the back of the text. As part of the learning process, students will assess their skills and abilities to help make decisions about a career that is a good fit. Students will learn about college and other postsecondary programs that might help them reach their goals.

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<tbody>
<tr>
<td>Lampo</td>
<td>Foundations in Personal Finance</td>
<td>Ramsey</td>
<td>2014</td>
<td>11-12</td>
<td>978-1-61960-309-7</td>
<td>Recommended as a component program</td>
</tr>
</tbody>
</table>
Notes: Recommended as a component for Adult Living Personal Finance Unit. Strengths: The students like it. Well organized. Like all the activities and great technology is used. It is full of extremely important and relevant info. Videos are engaging. Love guided notes in the workbook. Weaknesses: It may be cost prohibitive to purchase workbooks every year for every class/student. It would be very helpful to add an index to find information and put page numbers on web resources. Add global economic price to fully meet standards and incorporate cultural diversity. Need to add information about careers related to finance.

Key Features:
Dave Ramsey, Rachel Cruze, and other experts teach through engaging video segments
Chapters include topics like saving, budgeting, investing, going to college debt free, the history of personal finance, careers and taxes, and giving.
We've included more than 100 classroom activities to encourage practice and keep students engaged
A brand new 600+ page digital Teacher's Guide and a 272-page print Teacher's Guide, plus a computerized test bank, are now included
Students have access to a new blended learning site with calculators, tools and resources

### Foundations in Personal Finance

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<th>Publisher</th>
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<th>Grade Level</th>
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<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>McGraw-Hill School Education LLC</td>
<td>Glencoe Business and Personal Finance</td>
<td>Kapoor et al</td>
<td>2012</td>
<td>9-12</td>
<td>9781936948123</td>
<td>Highly Recommended as a comprehensive program</td>
</tr>
</tbody>
</table>
**Notes:** Strengths: Book is very detailed, project oriented, good integration with ICS, online and technology very good, could be used by multiple disciplines and courses, good integration of career information, reading guide. Weaknesses: Out of date software, high level reading might be difficult for struggling readers.

**Key Features:** Glencoe's *Business and Personal Finance* is a comprehensive, rigorous course that provides a solid foundation for financial literacy and reinforces core academic and economic curriculum standards. Available both in print and online.

- Features a new economics unit to meet NBEA Economics standards as well as the National Standards for Economics Education
- Includes correlations to NBEA Personal Finance standards
- Academic skills practice is integrated throughout
- Research-based reading strategies are integrated throughout to help students improve their reading comprehension skills
- College and Career Readiness features help students prepare for life after high school.
- Math features in every chapter present problem scenarios, examples, formulas, and solutions. Students apply what they learned to a follow-up problem structured around the same concept. A math appendix helps students reinforce and build basic math skills.
- High interest features engage students and help them to enhance their understanding of key concepts. These include: Document Detective, Careers That Count, and Around the World, Economics and You, and Common Cents.
- Chapter and Unit Projects are designed to support the Perkins Act mandates for rigor, relevance, and relationships.
- Each section ends with a 1-page section review and each chapter ends with a 4-page chapter review. These include various types of activities designed to help students review and recall key concepts and think critically about real-life financial scenarios.
- PDF resources available on the Online Learning Center include rubrics, graphic organizers, career and college readiness worksheets, economics activities, case studies, answer keys, visual summaries, and interactive games.

<p>| Glencoe Business and Personal Finance 6yr Bundle SE + ConnectPlus | 9780076633852 |
| Glencoe Business and Personal Finance Student Edition | 9780078945809 |
| Glencoe Business and Personal Finance 6yr Bundle SE (class set of 25) + ConnectPlus, up to 25 users | 9780076633869 |
| Glencoe Business and Personal Finance 6yr Bundle SE (class set of 25) + ConnectPlus, up to 50 users | 9780076633876 |</p>
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<thead>
<tr>
<th><strong>Publisher</strong></th>
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<th><strong>Author</strong></th>
<th><strong>Copyright</strong></th>
<th><strong>Grade Level</strong></th>
<th><strong>ISBN</strong></th>
<th><strong>Correlation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>McGraw-Hill School Education LLC</td>
<td>Succeeding in the World of Work</td>
<td>Kimbrell</td>
<td>2013</td>
<td>9-12</td>
<td>9780078958496</td>
<td>Recommended as a comprehensive program</td>
</tr>
</tbody>
</table>
Notes: Meets many, but not all, of the IOT standards. Pages of text have too much visual clutter with cartoon and photo integration, tabs, colors, and borders. Online functionality supports text and provides project-based learning for students. Text available online completely with search function. Strengths: Online access supports text with projects, activities, videos, etc. Many related and beneficial projects are introduced in the text. Job interview information is detailed. Guide on page xvi explains procedures with project format. Reading Skills Handbook on page xxiv-xxvii is excellent. Hybrid text and online features are beneficial for modern student learning. Weaknesses: Military careers are not explored within the text. Career exploration is limited within the text, project online must be completed. Establishing short and long range goals is not present within the text. Networking, negotiating, and mentoring in careers are very limited within the text. Benefits, contact personnel, and hiring practices are very limited within the text. Multiple topics touched very briefly, not a lot of in-depth, critical thinking pieces outside of the encouraged projects. Some of the picture integration with the text is overwhelming, too much going on; cartoons present a more juvenile than professional approach (i.e. depiction of dress of students on cover, etc.) No résumé example in text; could not locate on online access. No teacher search feature online outside of online textbook.

Key Features: Succeeding in the World of Work is an innovative, project-based curriculum that combines print and online components in a unique blended platform that uses online projects, interactive activities, and other dynamic assets like videos to bring concepts to life. Students use McGraw-Hill Connect™ to interact with the content, apply what they have learned, and connect with each other and their instructors. The Teacher Edition of Succeeding in the World of Work provides a wealth of teaching suggestions and ideas designed to motivate and involve students and assist teachers in reaching students of all levels of ability and backgrounds. There are suggestions for discussion starters, universal access activities, skills practice with leveled instruction, writing practice, and critical thinking.
<table>
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<td>SUCCEEDING IN THE WORLD OF WORK CONNECT + UP TO 50 USERS/SCHOOL/YEAR 6 YEAR SUBS</td>
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<tr>
<td>McGraw-Hill School Education LLC</td>
<td>Career Companion</td>
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**Notes:**

**Overall Notes:** As per the publisher, the Career Companions are “designed to accompany the Workforce Connects Workplace Skills series.” However, no additional books were sent. Upon internet investigation, it appears there is an online program, yet, no log-in information was provided. Additionally, the publisher states, “Career Companions can fit into any curriculum schedule as a supplemental resource for students. These books are wonderful resources to use to learn about many different careers. However, students would need worksheets, other specific assignments, and/or an accompanying textbook in order to meet all the standards. The information may be contained within them, but some of the specific standards are obviously not met. These are great companion books, but may need to be updated frequently for changes in career outlooks. **Strengths:** Consistent formatting. First half of book is exploring the careers available within the career field. Second half of book is building and applying skills for career field. **Weaknesses:** Not a complete resource for classroom purposes; needs supplemental information and/or text. Occupation growth outlook will be outdated in 2018. Only a print format, no online version available per publisher.

**Key Features:** Career Companions help students explore and prepare for careers within the 16 national career clusters. McGraw-Hill Workforce's Career Companions series provides up-to-date career information and contextualized skill practice to help learners succeed in the 21st century workforce. Each book in the series provides information and resources to help learners explore and prepare for careers within one of the 16 career clusters. The first part of each book is devoted to introducing the cluster. The second part offers learners and jobseekers the opportunity to apply essential workplace skills in cluster-specific situations. In today's competitive and ever-changing workplace, the industry knowledge and skill proficiency offered by the Career Companion series gives jobseekers and learners an advantage to help them reach their career goals.
<table>
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<td>McGraw-Hill School Education LLC</td>
<td>Health Care Science Technology</td>
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**Notes:** Geared well toward online or “flipped” classrooms. We noticed and confirm that an initial training session for instructors is encouraged. Book definitely has a specific layout that is perhaps non-traditional. Strengths: 21st Century Comments, Common Core links. Weaknesses: Teacher resources were not accessible for review. Book layout is overwhelming at first glance because of the non-traditional format.

**Key Features:**
Features in each chapter include:
- Communication & Collaboration activities
- STEM Connection (Medical Math and Medical Science)
- Virtual Labs (online science concept practice)
- Preventive Care & Wellness; 21st Century Skills
- Safety; Online Explorations; Online Procedures (animated)
- Chapter Summary review
- Critical Thinking/Problem Solving questions
- Online activities assessment projects

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<td>9780076627660</td>
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<tr>
<td>McGraw-Hill School Education LLC</td>
<td>Exploring Careers</td>
<td>Kelly-Plate</td>
<td>2013</td>
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**Notes:** Publisher recommended for 6-8 grade level; consensus agreed appropriate age level. Product was submitted for 9-12 grade Individualized Occupational Training; not recommended for this program nor grade level. Product is recommended for 6-8 grade Family Consumer Sciences - Life and Career Exploration. Strengths: Fun games are interactive on the web-based curriculum. Students can create personalized avatars and explore different areas across the United States while exploring career cluster areas. Classes can be added by instructor and assignments/information can be added to them. Students gain points for activities and assessments that can be utilized in Avatar Mart. Videos provide real-world look at occupations. Weaknesses: No exit button on program once running. Need Adobe Flash Player to utilize program; when attempted on iPad, it is an unsupported program. Points were accrued during games, however participants were unable to keep points to utilize in the avatar store (possibly due to type of access?)No search feature when online in student e-text; index is high level topics, no way to quickly access videos and other content. Information provided must be viewed sequentially (even if you have completed a section prior, you cannot skip to another section if you return).

**Key Features:** *Exploring Careers*, the targeted option for 6-8 students, is an all new, completely online program that lets students explore their career options through a fun and engaging game-like format. The travel theme takes students to different cities to explore each of the 16 career clusters. Dynamic and interactive, *Exploring Careers* helps students to develop self-awareness, workplace skills, and knowledge about career options through project-based learning. Each of the career explorations includes portfolio building projects, culminating with the creation of an individualized learning plan that students can use to choose their career path. This new edition gives middle school students the opportunity to explore various career areas and introduces them to the realities involved in today’s rapidly changing workplace. The text emphasizes the foundation skills and workplace competencies necessary for workplace success. The fourth edition has been updated to include all 16 of the US Department of Education career clusters.

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<td>EXPLORING CAREERS TEACHER ACCESS 1 YEAR SUBSCRIPTION</td>
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<td>9780076644506</td>
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<td>EXPLORING CAREERS ONLINE STUDENT EDITION SINGLE 6 YEAR SUBSCRIPTION</td>
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<tr>
<td>McGraw-Hill School Education LLC</td>
<td>McGraw-Hill's Pre-Engineering Essentials</td>
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</table>

**Notes:** Highly recommended as a book for Pre-Engineering Class with emphasis on future engineers. Limited material for combined Pre-Engineering and Tech classes. They publish another book for that type of class. Junior High Level. Not high school level, does not meet all standards. Inadequate in addressing non engineering technology.

**Key Features:** McGraw-Hill Pre-Engineering Essentials is a comprehensive middle school/early high school project-based learning program that uses Web 2.0 capabilities to teach basic principles of Engineering. Focusing on the Engineering Design Process, the program explores the design world through hands-on collaborative projects. Our program features several online resources for teachers, including a teacher annotated edition, answer key, PowerPoint slides, EZ Test, lesson plans, and chapter-specific professional development videos that model project-based learning. Pre-Engineering is a comprehensive teaching and learning package.

The material is available in print and online. Either the print student edition or the e-book is required along with the online applications to teach the course.
### Notes:
Strengths: excellent Appendix for reference, current information exceeds content standards material, strong career/finance section, writing is focus for student workbook; FCCLA, leadership and technology used throughout text, common Core strategies integrated in text. Weaknesses: low quality images, paper rips easily, thin paper, images bleed through paper, printing defects found, small print; surveys in student workbook are low level thinking; no access provided for online line teacher resources; plug ins needed to use online student materials; low depth foods and nutrition section; pictures depict kids younger than target audience; teen living textbooks should not include “considering marriage or parenthood” sections - replace with relationships and move marriage/parenthood sections to Adult Living curriculum.

### Key Features:
- Presents 21st Century Skills (critical thinking, problem solving, productivity, etc.) and how they are used within the five critical areas of responsible living:
  - Family
  - Peers
  - School
  - Work
  - Community
- Provides a contemporary, engaging style that speaks to today’s student.
- An integrated approach teaches how life skills are interdependent.
- The Personal Academic Plan teaches students the value of staying in school, highlights dropout risk factors, and provides intervention strategies for teachers.
- Reinforces personal financial literacy skills throughout the text.
- In depth coverage of each topic designed to meet state Family and Consumer Sciences standards.
- Includes numerous FCCLA (Family, Career and Community Leaders of America) activities and projects.
- The exclusive Teacher’s Wraparound Edition provides point-of-use notes, strategies and teaching tips.
## Personal Financial Literacy

**Madura, et al**

- **Copyright:** 2014
- **Grade Level:** 9-12
- **Correlation:** Recommended as a resource/supplemental program

**Notes:** Appropriate for an extended resource room or adapted learning setting. Does well within narrow focus area. Math integration. Lacks sufficient breadth to stand alone. Little differentiation.

**Key Features:**

- **Up-to-date** Thoroughly revised to include new and updated coverage of FICA withholdings, current tax issues, health care legislation, the “Great Recession” and the global economy, credit scoring, and more.
- **Fully correlated to all relevant national and state standards** Designed to meet state standards as defined by JumpStart and National Business Education Association Standards.
- **Common Core** Mathematics, reading, writing, and technology standards are reinforced through newly revised features.
- **Real-World Situations** *Personal Financial Literacy* is filled with examples, stories, and applications designed to grab the attention of today's students.
- **Assessment** A rich array of features allows for multiple assessment opportunities while providing students the chance to employ critical thinking, math, cross-disciplinary, ethical reasoning, and team-building skills.

### Additional Resources

- **Personal Financial Literacy, 2/e Student Edition w/ MyFinLitLab w/ Pearson eText (6-year access)**
  - ISBN: 9780132116602

- **Personal Financial Literacy, 2/e, Annotated Teacher's Edition**
  - ISBN: 9780132119221

- **Personal Financial Literacy, 2/e, Instructor Resource CD-ROM**
  - ISBN: 9780132182638

- **Personal Financial Literacy, 2/e, Student Workbook**
  - ISBN: 9780132167567

- **Personal Financial Literacy, 2/e, Math Workbook**
  - ISBN: 9780132167574

## The Nursing Assistant

**Pulliam**

- **Copyright:** 2012
- **Grade Level:** 9-12
- **Correlation:** Recommended as a comprehensive program

**Publisher:** Pearson Education, Inc., publishing as Prentice Hall
Notes: Outdated CPR. Good sequence of text then visuals of skills. Good example of charting in skills pictures. Chapter ending texts are too simple. Online textbook access is a one use textbook only- 5 per book bought. Not a year to year use. Strengths: Like pictures- especially diagram on p 53- pathogens and disease. Text flows well with skills sheets immediately following reading material. How to chart after every skill. Excellent. Weaknesses: CPR not current AHA current standards. Standards changed in 2010. Questions at end of the chapters are too simple, not challenging enough.

Key Features:

- The Student Edition includes on-page glossary terms, charting examples, rationales for all procedures, multiple-choice questions, and more.

- The new edition is fully updated for the newest CDC and OSHA guidance for hand cleaning and infection control, and to reflect other relevant federal laws, including HIPAA.

- The Companion Website (www.myhealthprofessionskit.com) and Student CD-ROM provide additional resources such as case studies, web links, study tips, and more. The Instructor’s Resource CD-ROM includes an image bank and PowerPoint presentations.

- The program includes four sets of certification-style multiple-choice questions (one in the Student Edition; one in the Student Activity Guide; and two on the Companion Website or Student CD-ROM) to help students prepare for the certification exam.

| The Nursing Assistant 5/e, Student Edition w/ eText (6-year access) | 9781256629641 |
| The Nursing Assistant, Instructor Resource Manual | 9780132622936 |
| The Nursing Assistant, Instructor Resource CD-ROM | 9780132623377 |
| The Nursing Assistant, Student Workbook | 9780132623353 |

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<td>Pearson Education, Inc., publishing as Prentice Hall</td>
<td>Health Science Fundamentals</td>
<td>Badasch, et al</td>
<td>2011</td>
<td>9-12</td>
<td>Recommended as a comprehensive program</td>
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Notes: Cost is of some concern due to the amount of supplemental materials. The authors need to seriously review chapter 19 in regard to the profession of Athletic Training. It is misrepresented w/PT Aide. See NATA.org. for more info. Strengths: Very thorough. Teacher wrap-around version. Weaknesses: Higher reading level could present a challenge for some students.

Key Features:
- Promotes better understanding of careers, medical terminology, anatomy and physiology, and diseases and disorders.
- Provides more student activities than any other program, including a “bell ringer” activity at the beginning of each lesson.
- Reinforces math, science, and language arts concepts throughout, including assessment with grading rubrics.
- Emphasizes employability skills and professionalism.
- Prepares students for the challenges of life in today’s fast-paced work environment.
- Includes a Student CD-ROM with engaging videos on employability skills and professional profiles.

| Health Science Fundamentals, Revised 1/e, Student Edition w/ eText (6-year access) | 9781256528234 |
| Health Science Fundamentals, Revised 1/e, Teacher's Wraparound Edition | 9780558781606 |
| Health Science Fundamentals, Revised 1/e, Student Activity Guide | 9780558781590 |
| Health Science Fundamentals, Revised 1/e, Lab Activity Manual | 9780558781613 |
| Health Science Fundamentals, Revised 1/e, Lab Activity Teacher's Manual | 9780558849764 |
| Health Science Fundamentals, Revised 1/e, Teacher's Resource CD-ROM | 9780558827526 |
| Health Science Fundamentals, Revised 1/e, Test Bank with TestGen | 9780558826444 |

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<td>Pearson Education, Inc., publishing as Prentice Hall</td>
<td>Introduction to Automotive Service</td>
<td>Halderman, et al</td>
<td>2013</td>
<td>9-12</td>
<td></td>
<td>Recommended as a resource/supplemental program</td>
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Notes: Very basic. Intro level only. This would be a good resource. Not a stand alone text.

Key Features: 
Introduction to Automotive Service has been created specifically for high school students beginning their automotive education. This book serves to lay a foundation of automotive knowledge upon which students will continue to build throughout their education. It provides a comprehensive introduction to the systems of the modern automobile, basic services, and maintenance procedures as well as rudiments of diagnostics.

The Student Edition is designed to fulfill the requirements of the ASE general service technician certification or any basic automotive introductory course. It covers shop safety, use of service information, automotive careers, use of power tools, hand tools and shop equipment, automotive electronics and electricity, engine performance, brakes, steering and suspension, manual drive train, automatic drive train, and air conditioning. This lavishly illustrated textbook also includes excellent coverage of hybrids, alternative fuels, and emission controls.

| Introduction to Automotive Service, Student Edition w/ MyAutomotiveLab (6-year access) | 9780133391367 |
| Introduction to Automotive Service, Teacher's Wraparound Edition | 9780132540179 |
| Introduction to Automotive Service, MyAutomotiveLab with eBook(6-year access) | 9781256935353 |
| Introduction to Automotive Service, Study Guide | 9780132988278 |
| Introduction to Automotive Service, NATEF Correlated Job Sheets | 9780132549912 |
| Introduction to Automotive Service, Instructor's Resource CD-ROM | 9780132549875 |

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<tr>
<td>Pearson Education, Inc., publishing as Prentice Hall</td>
<td>Carpentry Level 1</td>
<td>NCCER</td>
<td>2014</td>
<td>9-12</td>
<td>Recommended as a component program</td>
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Notes: What this textbook covers, it does a great job. It must be used with other books in the series. (Part of 4 books.)

Strengths: Covers working with others and soft skills needed pretty well. Building materials well covered - materials, fasteners, & adhesives. Modules and section well done with good review questions and quizzes, trade terms, appendixes. Section & Contents well done. Blueprint reading well covered. Hand & power tools - good use & maintenance. Framing well covered, explained, good visual examples. Rough carpentry very well done. Weaknesses: Table of contents is not complete. Employability weak, but they have a textbook before level 1 which may cover this info. Safety in general is specific. Intro book may go into detail of general safety. No blueprint drawing. Concrete forms - no practical or examples. Concrete reinforcing, not covered. Exterior siding not all aspects covered. Insulation & vapor barriers very basic. Interior walls & finishes, cabinets & special built ins, and welding not covered. Job coordination only talks about that it needs to happen, very basic.

Key Features:
Carpentry Fundamentals Level 1, Trainee Guide, hardcover, 4/E; 225 Hours (includes 72.5 hours of Core Curriculum which is a prerequisite for Level 1 completion).

Module contents includes: Orientation to the Trade; Building Materials, Fasteners & Adhesives; Hand & Power Tools; Introduction to Construction Drawings, Specifications, and Layout; Floor Systems; Wall Systems; Ceiling Joist and Roof Framing; Basic Stair Layout; Introduction to Building Envelope Systems. Trainee Guide features include full color illustrations & photos, step-by-step instructions, Inside Track Tricks of the Trade from master carpenters, Think About It scenarios to help students apply theory to real-world experiences, Case Histories, and Profiles in Success boxes which share the advice of successful carpenters. 

Note: Core Curriculum is an integral part of all Level 1 material and must be completed in order for students to get NCCER recognized credentials for Level 1 completion.
| Notes: | Strengths: Good information. Good illustrations, steps. Weaknesses: Organization. |
| Key Features: Masonry Level 1, Trainee Guide, hardcover, 3/E; 185 Hours (includes 72.5 hours of Core Curriculum which is a prerequisite for Level 1 completion). |
| Module contents includes: Introduction to Masonry; Masonry Safety; Masonry Tools & Equipment; Measurements, Drawings & Specifications; Mortar and Masonry Units & Installation Techniques. |
| Trainee Guide features include: illustrations & photos, full color insert, step-by-step instructions, Inside Track Tricks of the Trade from master carpenters, Think About It scenarios to help students apply theory to real-world experiences, Case Histories, and Profiles in Success boxes which share the advice of successful masons. |
| Note: Core Curriculum is an integral part of all Level 1 material and must be completed in order for students to get NCCER recognized credentials for Level 1 completion. |

<p>| Masonry Level 1, Student Edition | 9780133754025 |
| Masonry Level 1, Instructors Resource Access Card | 9780133403848 |</p>
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<tr>
<td>Achieve 3000, Inc.</td>
<td>Teen Biz 3000</td>
<td>Achieve3000, Inc</td>
<td>2014</td>
<td>6-8</td>
<td></td>
<td>Recommended as a resource/supplemental program</td>
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**Notes:** Teacher component is difficult to navigate. Program provides standards that could be taught; however, it does not teach many of the skills that were mentioned. If this program were used, it would be best for a reading intervention to give the kids the opportunity for more informational reading texts. Meets some CCSS for reading informational texts, but very few other standards. (Student) materials are user-friendly and easy to navigate.

**Key Features:**

*TeenBiz3000*® is a differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile®/reading level. Importantly, TeenBiz closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career.

Powered Achieve3000's LevelSet™ Lexile assessment tool and proprietary software engine that distributes assignments to the entire class, but tailors them according to each student's reading level. By doing so, TeenBiz enables all students to make continual progress and improvement.

- **TeenBiz3000 (75-125 Students; min. 50 students per building)**
- **TeenBiz3000 (126-250 Students; min. 50 students per building)**
- **TeenBiz3000 (251-375 Students; min. 50 students per building)**
- **TeenBiz3000 (376-500 Students; min. 50 students per building)**
- **TeenBiz3000 (500+ Students; min. 50 students per building)**
- **TeenBiz3000 Teacher’s Edition**
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<tr>
<td>Achieve 3000, Inc.</td>
<td>EmpowerBiz 3000</td>
<td>Achieve3000, Inc</td>
<td>2014</td>
<td>9-12</td>
<td></td>
<td>Recommended as a resource/supplemental program</td>
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</table>

**Notes:** Strictly for literacy intervention/resource/supplemental using informational text. Excellent resource for science and social studies. Despite (some) standards not being present, we found the program to be user friendly and the resources extensive and engaging. They update this website.

**Key Features:**

Empower3000® is a differentiated online literacy solution for grades 9-12 that reaches every student at his or her individualized Lexile®/reading level. Importantly, Empower closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career.

Powered Achieve3000's LevelSet™ Lexile assessment tool and proprietary software engine that distributes assignments to the entire class, but tailors them according to each student's reading level. By doing so, Empower enables all students to make continual progress and improvement.

**EmpowerBiz3000 (75-125 Students; min. 50 students per building)**

**EmpowerBiz3000 (126-250 Students; min. 50 students per building)**

**EmpowerBiz3000 (251-375 Students; min. 50 students per building)**

**EmpowerBiz3000 (376-500 Students; min. 50 students per building)**

**EmpowerBiz3000 (500+ Students; min. 50 students per building)**

**Empower3000 Teacher's Edition**
### Notes:
This is a good supplemental resource for language, writing, and reading of informational texts. It does not meet the non-negotiables or Idaho core. Adequate text for study and practice of writing w/good emphasis of rhetorical modes and grammar. Readings at back of book are narrative essays.

### Key Features:
With carefully crafted instruction, engaging student models, and plentiful practice exercises, this best-selling text continues to provide the most effective paragraph-essay level writing instruction available.
- A new method for personal error tracking includes a chapter on proofreading techniques and tools for tracking individual errors. A removable error-pattern chart for student use and targeted proofreading strategies for every grammar and spelling chapter encourage students to identify and avoid their own most frequently made errors.
- Five new, high-interest reading selections by diverse, well-respected authors include Ellen Goodman on multitasking, Malcolm Gladwell on the role of hard work in success, and Jhumpa Lahiri on her experience of moving between two cultural worlds.
- Thorough and engaging critical-thinking coverage includes more Thinking and Writing Together activities, now called “Teamwork: Critical Thinking and Writing” and “Teamwork: Critical Viewing and Writing” to emphasize the role of visual analysis in critical literacy. The AIE also offers additional Teaching Tips focusing on critical thinking.

### Annotated Instructor's Edition
- ISBN: 9781133946779

### Instructor’s Resource Manual with Test Bank
- ISBN: 9781285416328

### PowerLecture CD-ROM with ExamView® Testing
- ISBN: 9781285416366

### Student Answer Key
- ISBN: 9781285417066

### Aplia Printed Access Card
- ISBN: 9781285765679

### CourseMate
- ISBN: 9781285416984

### VitalSource eBook
- ISBN: 9781285838366
### The Hodges Harbrace Handbook

**Publisher:** Cengage Learning  
**Author:** Glenn  
**Copyright:** 2013  
**Grade Level:** 11-12  
**ISBN:** 9781133435655  
**Notes:** This book would be a great supplement to use in a classroom. This text is good for writing and language.

**Key Features:**
- **THE HODGES HARBRACE HANDBOOK, 18E,** guides student writers in developing their understanding of the rhetorical situation. This understanding enables even those students with minimal experience or confidence in their writing to learn to write more effectively—to choose the most pertinent information, arrange it well, and use the most appropriate language when writing for an audience.
  
- This comprehensive text situates all discussion of writing—grammar, mechanics, style, diction, invention, drafting, revising, and research—around rhetorical concerns, providing a unifying theme that is easy for students to follow and supports their development of essential writing skills.
- Chapters 1–7 have been revised to make grammar concepts more accessible to students with little background studying the English language and to help them practice and improve those areas they often find difficult.
- Chapter 35, "Online Writing," helps students compose effective, well-designed Web documents, while Chapter 42, "Writing in Business," includes a discussion and new example of creating and delivering effective PowerPoint® presentations as well as guidance on business writing essentials such as letters, reports, applications, and résumés.

**Recommended as a resource/supplemental program**

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### Perrine’s Literature: Structure, Sound & Sense

**Publisher:** Cengage Learning  
**Author:** Johnson  
**Copyright:** 2015  
**Grade Level:** 9-12  
**ISBN:** 9781285462349  
**Recommended as an AP literature and composition resource/supplemental program**
Notes: This text is a solid work for what is required in AP12. There are a few sections that are lacking, but as a whole this text will greatly enhance the AP course in preparation for the exam.

Key Features:
Written for students beginning a serious study of literature, the text introduces the fundamental elements of fiction, poetry, and drama in a concise and engaging way, addressing vital questions that other texts tend to ignore, such as "Is some literature better?" and "How can it be evaluated?"

- The twelfth edition reflects an increased focus on contemporary writers likely to be more familiar and appealing to a broad range of students. New stories include multiple works by such authors as Flannery O'Connor, Joyce Carol Oates, Emily Dickinson, and Robert Frost. Contemporary poets Billy Collins, Seamus Heaney, Sharon Olds, and Pulitzer Prize-winning and National Book Award-winning poet Mary Oliver are represented, as are dramatists Jane Martin and Wendy Wasserstein.
- Short stories new to the volume include works by Bernard Malamud, best-selling novelist Elizabeth Berg, and 2009 Pulitzer Prize winner Elizabeth Strout, author of a novel in stories (OLIVE KITTERIDGE). Joyce Carol Oates's "A Brutal Murder in a Public Place" and Edgar Allan Poe's "The Cask of Amontillado" (replacing "The Tell-Tale Heart") also appear for the first time.
- This edition includes a "Contemporary Collection" of five poets, whose inclusion in the anthology is identified by a boxed format in the table of contents. They include Billy Collins, Seamus Heaney, Sharon Olds, Linda Pastan, and, for the first time, Pulitzer Prize-winning poet Natasha Trethewey. The twelfth edition also has a "Featured Poets" section that includes John Donne from the Renaissance, John Keats (new) and Emily Dickinson from the nineteenth century, and Robert Frost and Elizabeth Bishop (new) from the modern era.

| Fast Track to 5 AP Test Preparation Workbook | 9781285462356 |
| Teacher’s Advanced Placement Guide | 9781285462400 |
| Test Generator CD-ROM | 9781285462387 |

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<tr>
<td>Cengage Learning</td>
<td>Perrine’s Story and Structure</td>
<td>Arp/Johnson</td>
<td>2015</td>
<td>9-12</td>
<td>9781285052069</td>
<td>Recommended as an AP literature and composition resource/supplemental</td>
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**Notes:** When evaluating this text against standards, it does not meet many standards that require a wide variety of standards to be met (i.e. technology, writing genres). This is primarily because the textbook is focused on fiction—both reading and responding. The materials that are provided are excellent and will support the AP teacher and classroom.

**Key Features:**
This concise, authoritative classic remains essential and compelling for today's readers, providing a complete overview of the essential elements of fiction, along with a diverse selection of important and engaging stories to illustrate them.

- There are 10 new stories, including one each by James Joyce and Flannery O'Connor in the Featured Writers section.
- Several contemporary stories have replaced older selections, expanding the range of included readings, enabling a broader geographical sampling, and providing greater appeal to a wider range of today's students.
- This edition has classic stories by Edgar Allan Poe, F. Scott Fitzgerald, Charlotte Perkins Gilman, and a major voice in African-American fiction, James Baldwin, as well as recent stories by writer Elizabeth Berg and by writer, academic, and Pulitzer Prize winner Elizabeth Strout.
- Other new stories include works by James Baldwin, F. Scott Fitzgerald, Anton Chekhov, Charlotte Perkins Gilman, Elizabeth Berg, Bernard Malamud, Edgar Allan Poe, and Elizabeth Strout.

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**Notes:** Not ideal for new AP teachers because there is very little for instructional strategies. This text would be a good supplemental piece as it only addresses poetry.

**Key Features:** Both a concise introduction to poetry and an anthology, this classic best-seller succinctly covers the basics of poetry with chapters on the elements of poetry (imagery, figurative language, allusion, tone, rhythm and meter, pattern, etc.), unique materials for evaluating poetry, exemplary poetry selections that you’ll enjoy reading, and exercises and study questions that help you understand each selection.

- An expanded collection of Featured Poets, each represented by a sufficient number of works to support study of them as an individual artist. For 14e, the number of poems previously included per poet has been reduced somewhat to permit the addition of two additional poets. The new collection features the poems of John Donne from the Renaissance, John Keats and Emily Dickinson from the 19th century, and Robert Frost and Elizabeth Bishop from the twentieth century.
- An updated portfolio of contemporary poets presents six or seven poems by each of five contemporary poets: Billy Collins, Seamus Heaney, Sharon Olds, Pulitzer Prize-winning poet Natasha Trethewey, and National Book Award finalist Linda Pastan.
- An expanded collection of Featured Poets, each represented by a sufficient number of works to support study of them as an individual artist. For 14e, the number of poems previously included per poet has been reduced somewhat to permit the addition of two additional poets. The new collection features the poems of John Donne from the Renaissance, John Keats and Emily Dickinson from the 19th century, and Robert Frost and Elizabeth Bishop from the twentieth century.

**Instructor’s Manual**

9781133957591

**Poetry in the 21st Century CD-ROM**

9781413014174

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<td>Cengage</td>
<td>Literature: Reading, Reacting, Writing</td>
<td>Kirszner</td>
<td>2013</td>
<td>9-12</td>
<td>9781111836962</td>
<td>Recommended as an AP literature and composition resource/supplemental program</td>
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Notes: Excellent program.

Key Features:
LITERATURE: READING, REACTING, WRITING, Eighth Edition, remains the most useful and student-friendly introduction to literature text available. The text includes a comprehensive guide to writing about literature with full coverage of critical thinking, argument, and the writing process.

- This comprehensive text features the broadest selection of literature available, with every story, poem, and play carefully chosen for its appeal to a range of instructors and students, while abundant critical, cultural, and contextual material demystifies literature by helping students understand the world in which it was created.
- A new Chapter 11, "Fiction Sampler: Graphic Fiction," engages students with a broad range of visual narratives from the literary canon.
- Updated sampler chapters in fiction, poetry, and drama showcase representative selections from four popular literary subgenres, involving students in the variety and diversity of literature through brief, accessible works.
- A new, innovative visual glossary appears throughout Part 3, "Poetry," clarifying and illuminating unfamiliar terms and concepts within poems.
- A new student paper, "The Literary Merit of Video Games," in Chapter 5 illustrates an effective literary argument, and a new student essay exam answer in Chapter 8 offers a useful model for writing under pressure.

Fast Track to a 5 AP* test-prep workbook

9780495908760

AP* Teacher’s Resource Guide

9781111836573

Instructor’s Manual

9781111836559

ExamView Testing CD-ROM

9781133435891

Poetry in the 21st Century CD-ROM

9781413014174

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<td>Readings for Writers</td>
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<td>2013</td>
<td>9-12</td>
<td>9781133308478</td>
<td>Recommended as a comprehensive program for AP language and composition</td>
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Notes: This would function well for a range of new to experienced teachers. Recommend all supplemental materials for a complete program.

Key Features:
READINGS FOR WRITERS has been the preeminent rhetorical reader for the freshman composition course. This bestseller continues its tradition of providing comprehensive coverage of the writing and research process, while also offering a wide variety of appealing readings. With more than 100 selections from a broad range of topics and genres, this text offers something to spark excitement in any developing writer.

- This edition features a streamlined presentation as well as enhanced coverage of critical thinking throughout.
- Twelve new professional readings and four new student essays engage students with a range of topics and voices, and many new images help students understand the effects and uses of visual rhetoric.
- Two new issues for critical thinking and debate--self-image and online dating--as well as updated issues for critical thinking and debate throughout should jumpstart vigorous debates that stimulate writing.
- Updated coverage of MLA and APA documentation styles in Part Four, "Special Writing Projects," helps students correctly apply the latest citation guidelines when writing in various disciplines. This section also features a new annotated student MLA research paper on copyright law and Google Book Search.
- A new "Pointer from a Pro" feature throughout offers pithy writing advice from writers who have perfected their craft.

| Fast Track to a 5 AP* test-prep workbook | 9780495907381 |
| AP* Teacher’s Resource Manual | 9781133433866 |
| Classroom Practice Exercises Booklet | 9781133435969 |
| Comp21 for Argument CD-ROM | 9781413015003 |

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Notes: Would require teacher intervention.

Key Features:
THE RIVER READER, 11th Edition is a collection of expository essays arranged by rhetorical modes: narration and description, process and analysis, comparison and contrast, division and classification, definition, cause and effect, and persuasion and argument. A final thematic unit illustrates all of these modes.

- A new casebook, "The Family," presents variations on the theme of the family. The eight essays and one short story, which are arranged to repeat the patterns presented in the seven rhetorical chapters, illustrate how such strategies enable a writer to investigate a theme from a variety of perspectives.
- An eight-page, full-color photographic essay, "Images of The Family," emphasizes the power of images to evoke ideas and insights. Each image is followed by a writing assignment that encourages students to connect what they see with what they read and plan to write.
- An updated chapter on documenting sources includes a new student sample that incorporates the 2009 MLA update.
- From the simple to the more complex, a range of readings appears throughout the text, while paired readings offer pro and con perspectives on hot topics.
- An introductory section promotes active reading, with Guidelines for Reading an Essay, a sample analysis of an essay, and Guidelines for Writing an Essay. Accompanying questions concerning purpose, audience, and strategy help students think critically about writing.

Fast Track to a 5 AP* test-prep workbook

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<td>Cengage Learning</td>
<td>The Essay Connection, Student Edition</td>
<td>Bloom</td>
<td>2013</td>
<td>9-12</td>
<td>9780840030078</td>
<td>Recommended as a comprehensive program for AP language and composition</td>
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**Notes:** No teacher’s edition; however, the writing activities are suitable for instruction.

**Key Features:**
THE ESSAY CONNECTION is a provocative, timely collection of rhetorically arranged essays by professional and student writers. It stimulates critical thinking on ethical, social, and political issues, enabling students to make connections and write with an informed viewpoint. Essays range from the personal to the scientific and cover a variety of modes--narration, process analysis, comparison and contrast, and persuasion--to prompt students’ interest in different disciplines and genres.

- For every study question set, Bloom supplies new post-reading writing prompts: “Journal Writing”; “Mixed Modes” (asks students to examine how selections incorporate multiple rhetorical strategies); “Dialogues” (asks students to consider links between the piece they just read and one or more others in the text that feature similar themes or literary techniques); and “Second Look” (asks students to interpret visuals on their own and in the context of the reading).
- The tenth edition contains 90 selections: 22 are new, including additional new visual selections (a mix of cartoons and graphic essays, op-art pieces, and photos) and two poems.
- The addition of many more visuals within individual selections are new to this edition.
- Bloom provides streamlined yet comprehensive coverage of the writing and revision processes, including two new “casebook” chapters on Identity and World Peace.
- Engaging visuals throughout the text stimulate students’ motivation to learn and illustrate the complex issues within the chapters.

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<th>Publisher</th>
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<td>Houghton Mifflin Harcourt</td>
<td>Carl Jago, Klene Beers, Lydia Stack, Martha Hougen</td>
<td>2015</td>
<td>6</td>
<td></td>
<td>Highly Recommended as a comprehensive program</td>
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The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program’s anchor—challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts.

Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary component of Collections, the Student Edition, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. The secondary component, the Close Reader, focus students on specific topics for text-based study, with related selections included in the program.

Text complexity rubrics for each selection in the program are included in the Teacher’s Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings.

A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These Analyzing the Text questions are answered in their Student eEdition and are available for teacher review. Close Read Screencasts provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently.

Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students’ progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions.

In the Teacher’s Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher’s Edition.

Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student’s own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text.

Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback from their teacher and peers as they complete the project. The finished written products are stored in each student’s digital Portfolio.

The fyi website at hmfyi.com is an ideal asset to address students’ interest and knowledge as well as their love of technology. Designed for students, the website offers a variety of interactive web tools, social media, and a reference desk. The site bears a logo: a heart and a speech bubble with an arrow pointing to the right. A student can search for a specific topic.
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The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program's anchor—challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts.

Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary component of Collections, the Student Edition, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. The secondary component, the Close Reader, focus students on specific topics for text-based study, with related selections included in the program.

**Text complexity rubrics** for each selection in the program are included in the Teacher's Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings.

A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These **Analyzing the Text** questions are answered in their Student eEdition and are available for teacher review. **Close Read Screencasts** provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently.

Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students’ progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions.

In the Teacher's Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher’s Edition.

Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student’s own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text.

Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback from their teacher and peers as they complete the project. The finished written products are stored in each student’s digital Portfolio.

The fyi website at hmhfyi.com is an ideal asset to address students’ interest and knowledge as well as their love of student-centered digital experiences, and provides rich, engaging, and challenging texts that mirror the common core standards for ELA.
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The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program’s anchor—challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts.

Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary component of Collections, the Student Edition, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. The secondary component, the Close Reader, focus students on specific topics for text-based study, with related selections included in the program.

Text complexity rubrics for each selection in the program are included in the Teacher's Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings.

A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These Analyzing the Text questions are answered in their Student eEdition and are available for teacher review. Close Read Screencasts provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently.

Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students’ progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions.

In the Teacher's Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher’s Edition.

Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student’s own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text.

Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback from their teacher and peers as they complete the project. The finished written products are stored in each student’s digital Portfolio.

The fyi website at hmhfyi.com is an ideal asset to address students’ interest and knowledge as well as their love of digital content. Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback from their teacher and peers as they complete the project. The finished written products are stored in each student's digital Portfolio.
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The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program’s anchor—challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts.

Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary component of Collections, the Student Edition, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. The secondary component, the Close Reader, focus students on specific topics for text-based study, with related selections included in the program.

Text complexity rubrics for each selection in the program are included in the Teacher's Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings.

A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These Analyzing the Text questions are answered in their Student eEdition and are available for teacher review. Close Read Screencasts provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently.

Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students’ progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions.

In the Teacher's Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher’s Edition.

Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student’s own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text.

Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback from their teacher and peers as they complete the project. The finished written products are stored in each student’s digital Portfolio.

The website at hmfy.com is an ideal asset to address students’ interest and knowledge as well as their love of technology. The Digital Collections drop features and game options is an ideal asset to address students’ interest and knowledge as well as their love of technology.

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The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program’s anchor—challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts.

Collections offers complex and rigorous texts, in a print, digital, or blended approach, that reflect the CCSS grade-level bands and represents the spiraling ladder of text complexity among grades 6-12. Text selections in the primary component of Collections, the Student Edition, are based on the comprehensive text complexity bands and include Lexile scores, qualitative aspects, and reader and task expectations, as well as appeal for students. The secondary component, the Close Reader, focus students on specific topics for text-based study, with related selections included in the program.

Text complexity rubrics for each selection in the program are included in the Teacher's Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with a wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts. The rich variety of texts adds real-world application and relevance to the readings.

A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These Analyzing the Text questions are answered in their Student eEdition and are available for teacher review. Close Read Screencasts provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently.

Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students’ progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions.

In the Teacher’s Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher’s Edition.

Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student’s own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text.

Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback from their teacher and peers as they complete the project. The finished written products are stored in each student's digital Portfolio.

The fyi website at hmhfyi.com is an ideal asset to address students’ interest and knowledge as well as their love of
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The Houghton Mifflin Harcourt Collections program is a Grades 6–12 literature textbook series that is a comprehensive resource for addressing all expectations of the Common Core State Standards for English Language Arts. Rich, engaging, and complex texts are the program’s anchor—challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts.

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In the Teacher’s Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher’s Edition.

Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student’s own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text.

Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback from their teacher and peers as they complete the project. The finished written products are stored in each student’s digital Portfolio.

The fyi website at hmfyi.com is an ideal asset to address students’ interest and knowledge as well as their love of reading. Houghton Mifflin Harcourt Digital Collections is an ideal asset to address students’ interest and knowledge as well as their love of reading.
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A full page of instruction follows each selection in the Student Edition. This information addresses the CCSS focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These Analyzing the Text questions are answered in their Student eEdition and are available for teacher review. Close Read Screencasts provide an audio and visual model of an analytical conversation about the text. These conversations focus entirely on the text itself, providing a rich and supportive scaffold for each anchor text and also providing a model of how students can converse with others or analyze a text independently.

Differentiated guidance and support is available for students with developmental differences and learning styles. The goal for Collections is that each and every student has access to complex texts as required by CCSS. Collections features ongoing assessment and performance tasks that allow for teachers to monitor students’ progress and content mastery. Prescriptive remediation and re-teaching lessons are provided for students who struggle with mastery through the online assessment and re-teaching options. Students will be automatically assigned to Interactive Level Up tutorials, GrammarNotes instruction, WordSharp, and re-teaching worksheets, depending on their need for instruction. Teacher reporting is explicit and allows for individual learning prescriptions.

In the Teacher’s Edition, additional differentiation notes regarding scaffolding instruction for complex texts for Struggling Learners (Reteach), Advanced Learners (Enrich), and English Learners are included so that each student will have successful encounters with the complex texts in the program. The convenience for teachers is that the scaffolding suggestions for all selections in both the Student Edition and Close Reader are included and integrated at point-of-use in the all-in-one Teacher’s Edition.

Students are engaged in a variety of digital activities that include different modalities of learning to better reach the full range of readers. The Digital Collections for writing, speaking, and listening include engaging and interactive lessons with drag-and-drop features and game-like completion tools. Each is completed at the student’s own pace and provides immediate feedback on learning. Students are engaged in the analysis of complex text, writing, and using the speaking, listening, and writing Digital Collections for comprehensive standards coverage. The Integrated Student eBook offers a zoom feature that allows low-vision students to have access to text.

Students can access their notes, annotations, and text markings stored in myNotebook to complete Performance Tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback from their teacher and peers as they complete the project. The finished written products are stored in each student's digital Portfolio.

The fyi website at hmfyi.com is an ideal asset to address students’ interest and knowledge as well as their love of reading.
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### Notes:

- **6th grade**: Study Sync is a supplemental program due to the fact it is still unfinished. Text units, lesson plans, and skills units are still missing for a large part of the 6th grade scope and sequence. **7th grade**: Overall easy to use and well-organized. (Would like to see) a parent component and more adaptations for ELL students. **8th grade**: Overall this is a very thorough and valuable material but it is incomplete. Many of the units and text are unavailable. The pedagogy and processes are consistent with the CCSS and create many opportunities for teachers and students to engage in the standards. **9th**: Units are not complete. Did not find any evidence of language or writing instruction. **10th**: Entire workds aren’t covered. Limited developed units. **11th**: Does not address language standards. No full texts explored, though segments are interesting and useful. All library items do not have lesson plans. Some ELL lesson support w/templates. **12th**: Not enough fully developed units.

### Key Features:

- An extensive, Multimedia Library of hundreds of Common Core and Lexile®-leveled texts, both fiction and nonfiction.
- Common Core Assignments and Assessments with teacher-created lessons, writing prompts, and assessment tools.
- Online Writing Platform with Peer Review that improves reading, writing, and critical thinking skills and increases the amount of time students spend engaged with subject matter from all curricular areas.
- Award-Winning Video Lessons with explicit instruction and engaging models of academic discussion and collaboration.
- Weekly Writing Practice with StudySync Blasts that challenge students to analyze topics of current cultural significance while writing for a real-world audience.
- Flexible Instructional Models for scaffolding, differentiated instruction, and multiple assessments.

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**StudySync 3 year Digital Subscription** 9780076669042

**StudySync 6 year Digital Subscription** 9780076793341

**StudySync 1 year Teacher Subscription** 9780076669073

**StudySync 3 year Teacher subscription** 9780076669516

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**Notes:** Assessment Guide recommended.

**Key Features:** Common Core Code X is built from the ground up to teach, practice and master grade-level Common Core State Standards. The program is designed to specifically address the key instructional shifts of the Common Core and to prepare students for the Next Generation Assessments.

*Code X* is a comprehensive English Language Arts curriculum that includes three major program components available in print and digital format: grade-specific *Student Editions*, *Teacher's Editions*, and *Assessment Guides*. These resources provide teachers and students with a full year of instruction that addresses the key instructional shifts of the Common Core State Standards and prepares students for the Next Generation Assessments.

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**Notes:** Assessments - more essential questions, less multiple choice. Novels - Inkheart appropriate for 7th grade. Monster not appropriate for 7th grade. 3D ELL well Done - Covers possible stumbling blocks. If student can’t _____, then do _____.

**Key Features:** Common Core Code X is built from the ground up to teach, practice and master grade-level Common Core State Standards. The program is designed to specifically address the key instructional shifts of the Common Core and to prepare students for the Next Generation Assessments.

*Code X* is a comprehensive English Language Arts curriculum that includes three major program components available in print and digital format: grade-specific *Student Editions*, *Teacher's Editions*, and *Assessment Guides*. These resources provide teachers and students with a full year of instruction that addresses the key instructional shifts of the Common Core State Standards and prepares students for the Next Generation Assessments.

<p>| Common Core Code X Course I Student Materials (SC Text, 2 pbk. novels, 1-yr. Web Student Subscription) | 9780545625494 |
| Common Core Code X Course II Student Materials (HC Text, 2 pbk. novels, 1-yr. Web Student Subscription) | 9780545775861 |
| Common Core Code X Course II Hardcover Student Edition | 9780545668712 |
| Course II Paperback Novel: Monster | 9780439202176 |</p>
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**Course II Paperback Novel: Inkheart**

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<td>Key Features:</td>
<td>Common Core Code X is built from the ground up to teach, practice and master grade-level Common Core State Standards. The program is designed to specifically address the key instructional shifts of the Common Core and to prepare students for the Next Generation Assessments.</td>
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*Code X* is a comprehensive English Language Arts curriculum that includes three major program components available in print and digital format: grade-specific *Student Editions*, *Teacher’s Editions*, and *Assessment Guides*. These resources provide teachers and students with a full year of instruction that addresses the key instructional shifts of the Common Core State Standards and prepares students for the Next Generation Assessments.

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English Language Arts/ Writing
**Notes:** No ebook or practice book mentioned. Writing rubrics with each writing unit.

**Key Features:** *Strategies for Writers “Next General Assessment”* Edition meets 100% of the Writing and writing-based Language CCSS and prepares students to successfully apply writing skills on performance-based next generation writing assessments.

*Strategies for Writers* is a flexible writing and grammar solution that prepares all students to be confident, proficient and effective 21st century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to:

- Thoughtfully communicate and support opinions (opinion or argument writing)
- Efficiently examine complex ideas (informative/explanatory writing)
- Thoroughly convey experiences and events, both real and imagined (narrative writing)

The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.

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<td><strong>Notes:</strong> No ebook or practice book mentioned. Writing rubrics with each writing unit. <strong>Key Features:</strong> <em>Strategies for Writers “Next General Assessment”</em> Edition meets 100% of the Writing and writing-based Language CCSS and prepares students to successfully apply writing skills on performance-based next generation writing assessments. <em>Strategies for Writers</em> is a flexible writing and grammar solution that prepares all students to be confident, proficient and effective 21st century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to: *Thoughtfully communicate and support opinions (opinion or argument writing)  *Efficiently examine complex ideas (informative/explanatory writing)  *Thoroughly convey experiences and events, both real and imagined (narrative writing)  The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.</td>
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Notes: No ebook or practice book mentioned. Writing rubrics with each writing unit.

Key Features: Strategies for Writers “Next General Assessment” Edition meets 100% of the Writing and writing-based Language CCSS and prepares students to successfully apply writing skills on performance-based next generation writing assessments.

Strategies for Writers is a flexible writing and grammar solution that prepares all students to be confident, proficient and effective 21st century writers, ready for next generation assessments, college and career. Students learn strategies for using the six traits of writing at every step of the writing process to:

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- Efficiently examine complex ideas (informative/explanatory writing)
- Thoroughly convey experiences and events, both real and imagined (narrative writing)

The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.

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**Notes:** No ebook or practice book mentioned. Writing rubrics with each writing unit.

**Key Features:** *Strategies for Writers “Next General Assessment” Edition* meets 100% of the Writing and writing-based Language CCSS and prepares students to successfully apply writing skills on performance-based next generation writing assessments.

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The blend of integrated print and online resources allows teachers to customize lessons and differentiate instruction to meet student needs. Easy-to-use technology tools and games encourage student engagement in writing and grammar.

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<td>Strategies for Writers 2015: Grade 8, Student Edition</td>
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English Language Arts/Literacy LEP
6-12 Dictionary
### Notes:
Words are by category ie: school words, color words, family, community, clothing, jobs, etc. More applicable for ELL general use. Not really a dictionary per se as in giving a definition or in alphabetical order.

### Key Features:
- "Words in Context" shows how the language is actually used through accessible, contextualized readings.
- "Word Partnerships" helps students use high-frequency word patterns and collocations like a native speaker.
- "Words in Action" provides practice with new words through classroom activities.
- The Lesson Planner, with 342 fully developed lesson plans, provides extensive multilevel support for the busy teacher.
- The Activity Bank CD-ROM, included in the Lesson Planner, contains reproducible activity masters that can be customized for individual and classroom use.
- The Audio CDs allow students to improve listening and pronunciation skills with recordings of the target vocabulary and "Words in Context.
- Beginning and Intermediate Workbooks reinforce and consolidate classroom instruction with vocabulary, listening, and grammar practice.

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<td><strong>Notes:</strong> Words are by category ie: school words, color words, family, community, clothing, jobs, etc. More applicable for ELL general use. Not really a dictionary per se as in giving a definition or in alphabetical order. <strong>Key Features:</strong> Extensively revised and updated, <em>The Heinle Picture Dictionary</em>, Second Edition presents 4,000 words in context through vibrant images within thematic units. The new edition uses illustrations, readings, audio, and technology to teach everyday and content-area vocabulary. - &quot;Words in Context&quot; shows how the language is actually used through accessible, contextualized readings. - &quot;Word Partnerships&quot; helps students use high-frequency word patterns and collocations like a native speaker. - &quot;Words in Action&quot; provides practice with new words through classroom activities. - The Lesson Planner, with 342 fully developed lesson plans, provides extensive multilevel support for the busy teacher. - The Activity Bank CD-ROM, included in the Lesson Planner, contains reproducible activity masters that can be customized for individual and classroom use. - The Audio CDs allow students to improve listening and pronunciation skills with recordings of the target vocabulary and &quot;Words in Context. - Beginning and Intermediate Workbooks reinforce and consolidate classroom instruction with vocabulary, listening, and grammar practice.</td>
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Limited English Proficiency
**Insider** is an intensive reading program for middle school students. The program is built to help all students achieve success on the Common Core with National Geographic content paired with multicultural literature using either a digital or print pathway.

*Inside* is structured around five levels: Fundamentals Volume 1, Fundamentals Volume 2, Level A, Level B, and Level C. The fundamental levels incorporate the basics of reading, language, and writing, whereas Levels A, B, and C provide more in depth coverage of literacy and language. At any level your students will be exposed to three types of age appropriate texts: instructional, complex, and independent. A balance of informational texts and literature are provided throughout the program. Students are engaged with paired selections from a wide variety of genres for including: National Geographic articles, narrative nonfiction, expository texts, digital genres, arguments, contemporary literature, and classics. The program also features Common Core exemplars as well as multicultural characters and authors.

Selections in *Inside* are divided into manageable chunks. Key vocabulary is highlighted. Labels, captions, graphics and callouts support comprehension for all students. Frequent comprehension checks with questions focused on text evidence help to focus the reader. Selection recordings and fluency models are provided to aid students in listening and reading comprehension while increasing reading and language levels. Leveled Libraries, Content Libraries, and Complex Text Libraries provide students with multiple resources to access text at different reading and language levels. Multi-level strategies are provided throughout instruction to help students at all levels understand the content, text features, comprehension skills and vocabulary. Assessment tools to monitor progress and make instructional decisions for individual students allow teachers to make accommodations and modifications at point of use.

*Inside* features a full array of assessments including those to prepare students for Common Core testing. Assessments throughout the school year monitor progress, determine student gains, and measure end of level progress. The eAssessment platform enables teachers to administer tests online and have immediate access to results and re-teaching prescriptions. The program also gives teachers and administrators access to graphic reports and multiple views of student performance. Placement tests measure phonics and decoding ability, determine reading level, and aid in program level placement. During and after instruction, Quick Checks, Selection Tests, and Unit Tests are provided for timely information to target instruction, measure skills mastery, monitor progress, and inform teachers on reteaching prescriptions, if necessary. Finally, Summative Assessments, Reading Lexile Gains Tests, and Reading Fluency Measures provide information on mid- and end-year achievement.

Program contains additional materials for different levels for both student and teacher.

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Inside Phonics Kit
Phonics Decoding Transparencies, Teacher Scripts, Sound-Spelling Cards, Letter and Word Tiles, Word Builder CD-ROM, 6 Write-On/Wipe-Off Boards and pens, and 2 Sounds & Songs CDs

Inside Phonics Reading Practice Book

Assessment Handbook
Notes: We highly recommend for levels 2-5. It clearly addresses WIDA and CCSS.

Key Features: Inside is an intensive reading program for middle school students. The program is built to help all students achieve success on the Common Core with National Geographic content paired with multicultural literature using either a digital or print pathway.

Inside is structured around five levels: Fundamentals Volume 1, Fundamentals Volume 2, Level A, Level B, and Level C. The fundamental levels incorporate the basics of reading, language, and writing, whereas Levels A, B, and C provide more in depth coverage of literacy and language. At any level your students will be exposed to three types of age appropriate texts: instructional, complex, and independent. A balance of informational texts and literature are provided throughout the program. Students are engaged with paired selections from a wide variety of genres for including: National Geographic articles, narrative nonfiction, expository texts, digital genres, arguments, contemporary literature, and classics. The program also features Common Core exemplars as well as multicultural characters and authors.

Selections in Inside are divided into manageable chunks. Key vocabulary is highlighted. Labels, captions, graphics and callouts support comprehension for all students. Frequent comprehension checks with questions focused on text evidence help to focus the reader. Selection recordings and fluency models are provided to aid students in listening and reading comprehension while increasing reading and language levels. Leveled Libraries, Content Libraries, and Complex Text Libraries provide students with multiple resources to access text at different reading and language levels. Multi-level strategies are provided throughout instruction to help students at all levels understand the content, text features, comprehension skills and vocabulary. Assessment tools to monitor progress and make instructional decisions for individual students allow teachers to make accommodations and modifications at point of use.

Inside features a full array of assessments including those to prepare students for Common Core testing. Assessments throughout the school year monitor progress, determine student gains, and measure end of level progress. The eAssessment platform enables teachers to administer tests online and have immediate access to results and re-teaching prescriptions. The program also gives teachers and administrators access to graphic reports and multiple views of student performance. Placement tests measure phonics and decoding ability, determine reading level, and aid in program level placement. During and after instruction, Quick Checks, Selection Tests, and Unit Tests are provided for timely information to target instruction, measure skills mastery, monitor progress, and inform teachers on reteaching prescriptions, if necessary. Finally, Summative Assessments, Reading Lexile Gains Tests, and Reading Fluency Measures provide information on mid- and end-year achievement.

Program contains additional materials for different levels for both student and teacher

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Key Features: *Inside* is an intensive reading program for middle school students. The program is built to help all students achieve success on the Common Core with National Geographic content paired with multicultural literature using either a digital or print pathway.

*Inside* is structured around five levels: Fundamentals Volume 1, Fundamentals Volume 2, Level A, Level B, and Level C. The fundamental levels incorporate the basics of reading, language, and writing, whereas Levels A, B, and C provide more in depth coverage of literacy and language. At any level your students will be exposed to three types of age appropriate texts: instructional, complex, and independent. A balance of informational texts and literature are provided throughout the program. Students are engaged with paired selections from a wide variety of genres for including: National Geographic articles, narrative nonfiction, expository texts, digital genres, arguments, contemporary literature, and classics. The program also features Common Core exemplars as well as multicultural characters and authors.

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Program contains additional materials for different levels for both student and teacher

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INSIDE LEVEL B

Reading & Language Student eBook (6-yr) and Writing Student eBook (6-yr) + myNGconnect (6-yr) 9781285806815

Reading & Language Student Book and Writing Student Book + Reading & Language Student eBook (6-yr) and Writing Student eBook (6-yr) 9781285806723

Reading & Language Student Book and Writing Student Book + myNGconnect (6-yr) 9781285806754
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<td>Inside Phonics Reading Practice Book</td>
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**Notes:** We highly recommend for levels 2-5. It clearly addresses WIDA and CCSS.

**Key Features:** *Inside* is an intensive reading program for middle school students. The program is built to help all students achieve success on the Common Core with National Geographic content paired with multicultural literature using either a digital or print pathway.

*Inside* is structured around five levels: Fundamentals Volume 1, Fundamentals Volume 2, Level A, Level B, and Level C. The fundamental levels incorporate the basics of reading, language, and writing, whereas Levels A, B, and C provide more in depth coverage of literacy and language. At any level your students will be exposed to three types of age appropriate texts: instructional, complex, and independent. A balance of informational texts and literature are provided throughout the program. Students are engaged with paired selections from a wide variety of genres for including: National Geographic articles, narrative nonfiction, expository texts, digital genres, arguments, contemporary literature, and classics. The program also features Common Core exemplars as well as multicultural characters and authors.

Selections in *Inside* are divided into manageable chunks. Key vocabulary is highlighted. Labels, captions, graphics and callouts support comprehension for all students. Frequent comprehension checks with questions focused on text evidence help to focus the reader. Selection recordings and fluency models are provided to aid students in listening and reading comprehension while increasing reading and language levels. Leveled Libraries, Content Libraries, and Complex Text Libraries provide students with multiple resources to access text at different reading and language levels. Multi-level strategies are provided throughout instruction to help students at all levels understand the content, text features, comprehension skills and vocabulary. Assessment tools to monitor progress and make instructional decisions for individual students allow teachers to make accommodations and modifications at point of use.

*Inside* features a full array of assessments including those to prepare students for Common Core testing. Assessments throughout the school year monitor progress, determine student gains, and measure end of level progress. The eAssessment platform enables teachers to administer tests online and have immediate access to results and re-teaching prescriptions. The program also gives teachers and administrators access to graphic reports and multiple views of student performance. Placement tests measure phonics and decoding ability, determine reading level, and aid in program level placement. During and after instruction, Quick Checks, Selection Tests, and Unit Tests are provided for timely information to target instruction, measure skills mastery, monitor progress, and inform teachers on reteaching prescriptions, if necessary. Finally, Summative Assessments, Reading Lexile Gains Tests, and Reading Fluency Measures provide information on mid- and end-year achievement. Program contains additional materials for different levels for both student and teacher.

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**INSIDE PHONICS FOR LEVELS A-C**

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*Pathways* is a new academic skills program from National Geographic Learning, with separate Reading and Writing, and Listening and Speaking strands. Using powerful content, images, and video from National Geographic, *Pathways* provides learners with the language and critical thinking skills needed to be successful in the academic classroom. This innovative program provides learners with a pathway to academic success!

Pathways: Reading, Writing, and Critical Thinking
- Clear connections between reading and writing skills help students master both skills naturally.
- Academic reading skills and strategies, embedded in the unit tasks, prepare students to comprehend a variety of realistic academic texts.
- Step-by-step writing instruction with integrated grammar and vocabulary provides instruction and practice on a variety of rhetorical forms.

Consistent integrated critical thinking tasks develop learners’ ability to evaluate, analyze, and synthesize information from a wide range of sources.

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- A clear pathway from formal presentations to student-to-student interactions helps students become active, informed listeners in lectures and conversations.
- Communication skills are taught and practiced through realistic contexts designed to model the academic classroom.
- Presentation skills, including organization, preparation, and delivery techniques, are introduced and practiced in every unit, sharpening learners’ ability to interact in different academic settings.

Consistent integrated critical thinking tasks develop learners’ ability to evaluate, analyze, and synthesize information from a wide range of sources.

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<td>Online Workbook</td>
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<td>Assessment CD-ROM ExamView®</td>
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<td><strong>LEVEL 3</strong></td>
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<td>Classroom Presentation Tool CD-ROM</td>
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<td>DVD</td>
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<td>Assessment CD-ROM ExamView®</td>
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<tr>
<td>Scholastic Inc.</td>
<td>English 3D Course II</td>
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</table>
Notes: The Scholastic 3D program is an excellent program to use with intermediate, early fluent, and long term ELL students. The program is strong in instructional routines including language frames and vocabulary strategies. It is specifically geared towards current issues. The curriculum, however, offers no electronic books and very few kid friendly electronic resources.

Key Features: Developed by Dr. Kate Kinsella, one of the nation’s leading scholars on instruction and achievement of secondary English learners, English 3D is an English language development program designed to ensure proficiency in the “language of school”—the academic vocabulary, speaking, listening, and writing vital to success in school and life.

English 3D Course II
- Engages students cognitively and linguistically in every lesson phase through structured, accountable responses and consistent, interactive instructional routines.
- Teaches high-leverage, portable academic language, including vocabulary, syntax, and grammar that students can apply in academic and social contexts.
- Engages students with authentic informational texts that present real-world issues relevant to teens’ lives.
- Improves scholarly demeanor, study skills, and habits through modeling, accountability, encouragement, and high expectations.
- Equips students with the language, knowledge, and skills to tackle the informational reading and writing demands of state and Common Core standards and assessments.
- Improves speaking and listening skills through daily opportunities for accountable class discussions, peer collaboration, and group presentations.
- Makes regular connections between course work and the demands of college and the workplace.
- Develops academic writing skills in summarizing, justification, argument, and research.

<p>| English 3D Course II Instructional Materials Pack (TG with DVD, CD, Webinar, teacher copy of Issues Book and Language &amp; Writing Portfolio) | 9780545630696 |
| English 3D Course II Language &amp; Writing Portfolio (consumable) | 9780545629751 |
| English 3D Course II Issues Book (hardcover) | 9780545629737 |
| English 3E Course II Teacher Edition | 9780545629744 |</p>
<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title of Material</th>
<th>Author</th>
<th>Copyright</th>
<th>Grade Level</th>
<th>ISBN</th>
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<tr>
<td>Cengage Learning</td>
<td>A+ GUIDE TO MANAGING AND MAINTAINING YOUR PC</td>
<td>Andrews</td>
<td>2014</td>
<td>9-12</td>
<td>9781133135081</td>
<td>Highly Recommended as a comprehensive program</td>
</tr>
<tr>
<td></td>
<td>Notes: This is a comprehensive program only really lacking in the Digital Citizenship standards.</td>
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<td></td>
<td>Key Features: This step-by-step, highly visual text provides a comprehensive introduction to managing and maintaining computer hardware and software. A+ GUIDE TO MANAGING AND MAINTAINING YOUR PC closely integrates the CompTIA A+ Exam objectives to prepare you for the 220-801 and 220-802 certification exams.</td>
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<td>• Extensive updates to reflect the new organization and content of the CompTIA A+ certification exams, helping students to prepare for success on the 220-801 and 220-802 exams.</td>
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<td>• Covers essential topics and techniques related to both PC hardware and software, including hardware component identification and installation, networking devices, cables and connectors, laptop hardware and features, printer types and components, operational procedures (including maintenance), customer service, operating systems, mobile devices, security, and troubleshooting</td>
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<td>• Features coverage of new topics for the 220-801 exam, such as CPU sockets, CPU virtualization support, wireless device connections, custom configured systems, key protocols, SOHO routers, cellular network and WiMAX connections, network topologies, print servers and imaging processes, and security practices to prevent prohibited content or activity.</td>
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<tr>
<td></td>
<td>A+ GUIDE TO MANAGING AND MAINTAINING YOUR PC, Instructor's Resources CD-ROM</td>
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<td>9781133135111</td>
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<tr>
<td></td>
<td>A+ GUIDE TO MANAGING AND MAINTAINING YOUR PC, Lab Manual</td>
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<td>9781133135104</td>
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<tr>
<td>Cengage Learning</td>
<td>ADOBE DREAMWEAVER CS6 REVEALED</td>
<td>Bishop</td>
<td>2013</td>
<td>9-12</td>
<td>9781133693208</td>
<td>Recommended as a component program</td>
</tr>
</tbody>
</table>
**Notes:** Adobe Dreamweaver CS6 Revealed would be a component of a broader computer class. It would be one of many softwares used to give the students strategies in the career class. An excellent software and text.

**Key Features:** ADOBE DREAMWEAVER CS6 REVEALED combines vibrant, full-color illustrations and clear, step-by-step tutorials to help readers master the industry-standard web development software; coverage encompasses the current interface, new features, core functionality, cutting-edge trends, and fundamental design principles that will serve readers well throughout their careers.

- This comprehensive text covers all of the latest Adobe® Dreamweaver® CS6 tools—including new HTML5 layouts, multiscreen support, media queries, CSS3 standards, W3C validator support, and more.
- Throughout the text, tools and features new to CS6 are highlighted with a special icon, making it easy for readers familiar with previous releases to focus on content unique to the new version of the software. Similarly, Power User Shortcuts offer tips and techniques to encourage rapid learning and efficient use of the software.
- A highly visual, full-color design—including abundant screen shots and real-life examples of web development projects—makes it easier for readers to connect chapter content, tutorials, and exercises to hands-on software applications.
- Additional tools and content—including text, image, HTML5, Flash, and video files—are available online to help users apply what they learn by developing web content, including a complete website.

A DOBE DREAMWEAVER CS6 REVEALED, Instructor Companion Website 9781133597346

<table>
<thead>
<tr>
<th>Cengage Learning</th>
<th>ADOBE DREAMWEAVER CS6: Complete</th>
<th>Hoisington/Minnick</th>
<th>2013</th>
<th>9-12</th>
<th>9781133525943</th>
</tr>
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<tr>
<td><strong>Notes:</strong></td>
<td>Easy to follow step-by-step instructions to learn Adobe Dreamweaver CS6. It is not written to integrate other technologies or programs. No on-line version but there are instructor resources.</td>
<td><strong>Key Features:</strong> ADOBE DREAMWEAVER CS6: COMPLETE, 1E follows the Shelly Cashman Series® proven step-by-step, screen-by-screen approach to teaching the Adobe Dreamweaver CS6 software. The pedagogy of this text has been enhanced to reflect the learning styles of today’s students. Readers will easily follow along with the chapters in the text to gain valuable and comprehensive software skills to build their own exciting and dynamic Web sites and develop Internet applications.</td>
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<td>9781133525882</td>
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- Engaging coverage of the latest HTML5 and CSS3 standards including style sheets which provide students with a solid understanding of professional Web design.
- Design a mobile Web site using a Web standards approach for delivering content beyond the desktop.
- Integration of guidelines and standards for Web accessibility and disability access to the Web.
- Coverage of social networking within a Web site to market business products and connect social trends.

ADOBE DREAMWEAVER CS6: COMPLETE, Instructor’s Resources 9781133525936

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<thead>
<tr>
<th>Cengage Learning</th>
<th>ADOBE DREAMWEAVER CS6: COMPREHENSIVE</th>
<th>Hoisington/Minnick</th>
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<th>9-12</th>
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<td>9781133525882</td>
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### ADOBE DREAMWEAVER CS6: COMPREHENSIVE

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<thead>
<tr>
<th>Key Features:</th>
<th>ADOBE® DREAMWEAVER® CS6: COMPREHENSIVE, 1E follows the Shelly Cashman Series’ proven step-by-step, screen-by-screen approach to help you learn to use Adobe Dreamweaver CS6 software to build dynamic Web sites and develop Internet applications.</th>
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<tbody>
<tr>
<td></td>
<td>• Engaging coverage of the latest HTML5 and CSS3 standards including style sheets which provide students with a solid understanding of professional Web design.</td>
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<td></td>
<td>• Design a mobile Web site using a Web standards approach for delivering content beyond the desktop.</td>
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<td></td>
<td>• Integration of guidelines and standards for Web accessibility and disability access to the Web.</td>
</tr>
<tr>
<td></td>
<td>• Coverage of social networking within a Web site to market business products and connect social trends.</td>
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**Notes:** This book is geared towards helping students learn Photoshop techniques in a step-by-step fashion. It is not written to integrate other technologies and/or programs. There is an on-line version and this comes with a CD-rom.

**Key Features:**
- Engaging coverage of the latest HTML5 and CSS3 standards including style sheets which provide students with a solid understanding of professional Web design.
- Design a mobile Web site using a Web standards approach for delivering content beyond the desktop.
- Integration of guidelines and standards for Web accessibility and disability access to the Web.
- Coverage of social networking within a Web site to market business products and connect social trends.

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<th>Title</th>
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<tr>
<td>9781285531434</td>
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<tr>
<td>9781133525882</td>
<td>ADOBE DREAMWEAVER CS6: COMPREHENSIVE, Instructor’s Resources CD-ROM</td>
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**Cengage Learning**

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<th>ADOBE FLASh CS6 REVEALED</th>
<th>Shuman</th>
<th>2013</th>
<th>9-12</th>
<th>9781133693215</th>
<th>Recommended as a component program</th>
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</table>

**Notes:** Adobe Flash CS6 would be a component of a broader computer class. It would be one of many softwares used to give the students strategies in the career class. An excellent software and text.

**Key Features:**
- Added Mobile Apps: A new chapter on using Flash to develop mobile applications (for smart phones and tablets) includes discussions on design consideration, app creation, use of code snippets, and testing apps on a mobile device.
- New AIR Coverage: Updated coverage includes lessons on using Flash to develop Adobe AIR® runtime applications to deploy on personal computers, mobile devices, and televisions.
- Meticulous Coverage: Leaving nothing to question, ADOBE FLASH CS6 REVEALED identifies and examines all features new to Adobe Flash CS6, enhancements to current features, and the basics of ActionScript 3.0.

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<tr>
<th>ISBN</th>
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<tr>
<td>9781133948117</td>
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<td>9781285687193</td>
<td>ADOBE FLASH CS6 REVEALED, Vital Source</td>
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**Cengage Learning**

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<th>ADOBE ILLUSTRATOR CS6: REVEALED</th>
<th>Botello</th>
<th>2013</th>
<th>9-12</th>
<th>9781133693192</th>
<th>Recommended as a component program</th>
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</table>
**Notes:** Adobe Illustrator would be a component of a broader career computer class. It would be one of many softwares used to give students strategies and skills. This is an excellent software and text.

**Key Features:** ADOBE ILLUSTRATOR CS6 REVEALED offers you comprehensive coverage in all areas of Adobe® Illustrator®. Beginning with fundamental concepts and progressing to in-depth exploration of the software’s full set of features, these step-by-step lessons offer you a guided tour of all the program’s great features

- Contains updated exercises and extensive coverage of new CS6 features, including a dynamic new interface and dramatic upgrades for pattern making and automatic image tracing.
- Includes four-color graphics that vividly illustrate key features and concepts.
- Includes online source files for all exercises in the book and gives your students visual step-by-step guidance when working through the application.
- Your students are encouraged to build a portfolio by completing the projects at the end of each chapter, many of which give them the opportunity to explore and express their unique creative talents.

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<tr>
<th>ADOBE ILLUSTRATOR CS6: REVEALED, Vital Source</th>
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<td>ADOBE ILLUSTRATOR CS6: REVEALED, Instructor Companion Website</td>
<td>9781133608103</td>
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<tr>
<td>Cengage Learning</td>
<td>INTERACTIVE MEDIA DESIGN &amp; DEVELOPMENT WITH ADOBE CS6</td>
</tr>
</tbody>
</table>
**Notes:** Interactive Media Design would be an excellent component of a broader computer class. It would be one of many softwares used to give students skills and strategies in a career class. This is an excellent software and text.

**Key Features:** INTERACTIVE MEDIA DESIGN AND DEVELOPMENT WITH ADOBE CS6 is a must-have learning resource for today's generation of digital content creators! Its hands-on approach to interactive media design, development, and process implementation puts you in charge of an actual interactive media project from start to finish, following a one-person workflow to create rich digital content with the latest principles and processes.

- Inclusive Approach: While focusing on tools and processes from Adobe Creative Suite 6, the book also discusses lower-cost tools and open source software alternatives wherever appropriate to give students a complete perspective of possible design options.
- Timeless Practices: A solid overview of interface design principles, as well as usability, accessibility, and copyright considerations presents processes and concepts that remain effective as software and applications continue to evolve.
- Enlightening Features: "How We Did It" examples, "It's Your Turn" exercises, and "More to Explore" suggestions deliver media basics in text, visuals, animation, audio, and video while adding depth to chapter readings.
- One-Person Workflow: The book's comprehensive guidelines for planning, designing, and managing an interactive media project help students create an actual project from start to finish, developing all components from scratch. This real-world experience develops hands-on, repeatable skills while demonstrating the thought processes involved in any successful, complex project.

INTERACTIVE MEDIA DESIGN & DEVELOPMENT WITH ADOBE CS6, Vital Source

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<tr>
<th>Cengage Learning</th>
<th>ADOBE INDESIGN CS6 REVEALED, Botello</th>
<th>2013</th>
<th>9-12</th>
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**Notes:** Great resource for students learning Adobe Indesign CS6, only, no other technologies or programs.

**Key Features:** Graphic design professionals and design students alike have embraced Adobe InDesign as the industry standard for page layout software—and they're mastering it with ADOBE INDESIGN CS6 REVEALED. A thorough, in-depth exploration of the latest release, this highly visual book covers all the fundamental concepts, starting with the workspace and proceeding logically and intuitively to more advanced topics.

- Includes extensive coverage of new CS6 features: Exporting a Grayscale PDF, the Content Collector Tool, and the Alternate Layout utility for working on multiple documents in one file.
- Visually appealing with full-color graphics that illustrate key concepts and skills.
- Includes hands-on projects throughout the text that put software knowledge into a real-world design context.
- Online data files for all exercises in the book give your students visual step-by-step guidance when working through the application.
- Provides your students with clear instruction on how to work in InDesign using either Mac or PC platforms.
<table>
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<tr>
<th>Cengage Learning</th>
<th>ADOBE PHOTOSHOP CS6 REVEALED</th>
<th>Reding</th>
<th>2013</th>
<th>9-12</th>
<th>9781133693222</th>
<th>Recommended as a component program</th>
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**Notes:** Adobe Photoshop would be a component of a broader computer class. It would be one of many softwares used to give students strategies in the career class. An excellent software and text.

**Key Features:** Adobe Photoshop has long provided cutting edge technology for sophisticated digital editing, and ADOBE PHOTOSHOP CS6 REVEALED provides a solid foundation for those looking to learn this industry-standard program.

- Covers all the latest Photoshop CS6 tools—including the customizable UI, layer filtering, the Content-Aware Patch tool, 3D Extrude, Blur lab, Preview & Crop Box, Character and Paragraph Styles, and Adobe Revel.
- All new features are highlighted throughout the text with a new features icon.
- Guides readers through the fundamentals of Photoshop CS6 with extensive tutorials and sophisticated exercises.
- Progresses from basic to advanced Photoshop techniques so that readers can build on the skills they acquire as they work their way through the book.
- Emphasizes the how and why behind each Photoshop tool to help readers excel at design as well as master the software.

<table>
<thead>
<tr>
<th>Cengage Learning</th>
<th>ADOBE PHOTOSHOP CS6: COMPREHENSIVE CONCEPTS AND TECHNIQUES</th>
<th>Starks/Fehl</th>
<th>2013</th>
<th>9-12</th>
<th>9781133525929</th>
<th>Recommended as a resource/supplemental program</th>
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</table>
Notes: Adobe Photoshop CS6 Comprehensive Concepts and Techniques would be an excellent component for a broader computer class. It would be one of many softwares used to give students strategies and skills in a career class. This is an excellent software and text, but not for integrating other technologies or programs.

Key Features: Part of the highly successful Shelly Cashman series, ADOBE® PHOTOSHOP® CS6: COMPREHENSIVE follows the proven Shelly Cashman step-by-step, screen-by-screen approach to learning the Photoshop CS6 software.

- All of the new CS6 features are covered, including the new Content-Aware Patch and Move, the new Crop Tool, the new Blur gallery and more!
- End of Chapter exercises provide a variety of reinforcement opportunities to ensure student retention.
- Keeps students visually engaged as each chapter presents a real-world, photo scenario with current topics and new CS6 features.
- Superior reference materials make it easy for students to quickly look up or find additional information in the text.
- A step-by-step, screen-by-screen approach allows students to successfully learn and retain information to be used in their personal and professional lives.

ADOBE PHOTOSHOP CS6: COMPREHENSIVE CONCEPTS AND TECHNIQUES, Instructor’s Resources
9781133525967

Cengage Learning

Computer Concepts: Illustrated Introductory
Oja/Parsons 2013 9-12
9781133626169

Notes: Computer Concepts is a very basic book. It is written as a self-help; have a question; look it up and get an answer. Would make a good classroom help for teachers to go to first, before going to their IT department.

Key Features: Computer Concepts Illustrated is designed to help students learn and retain the most relevant and essential information about computers and technology in today's digital world! This edition has been revised to cover the latest important computing trends and skills, but maintains the pedagogical and streamlined design elements that instructors and students know and love about the Illustrated Series.

- Updated content on the latest computer and technology trends and skills to ensure coverage of the most relevant and essential information.
- Highly visual streamlined layout presents topics on two facing pages and appeals to a wide variety of learning style.
- Comprehensive coverage includes detailed lessons on important computer concepts and the newest technology trends.
- Ample end of unit exercises provide review, practice, and assessment opportunities.

Computer Concepts: Illustrated Introductory, Instructor Resources
9781133526216

Recommended as a resource/supplemental program
<table>
<thead>
<tr>
<th>Cengage Learning</th>
<th>COMPUTER LITERACY BASICS</th>
<th>Morrison/ Wells</th>
<th>2015</th>
<th>9-12</th>
<th>9781285759951</th>
<th>Recommended as a comprehensive program</th>
</tr>
</thead>
</table>

**Notes:** Not program specific. Usable in all computer literacy basic classes.

**Key Features:** COMPUTER LITERACY BASICS: A COMPREHENSIVE GUIDE TO IC3 provides an introduction to computer concepts and skills, which maps to the newest Computing Core Certification (IC3) standards. Designed with new learners in mind, this text covers Computing Fundamentals, Key Applications, and Living Online – everything students need to pass the IC3 exam, and finish the course as confident computer users.

- Certified for IC3 GS4 standards.
- Updated content to cover Windows 8 and Office 2013.
- Will still be compatible with Windows 7, and will include a Windows 7 Appendix.
- New “Explore and Solve” end of lesson projects that cover advanced level skills and encourage students’ critical thinking skills.
- IC3 Pretests at the conclusion of each Module.
- Updated to map to the exam objectives for the latest Internet and Computing Core Certification (IC3) standards.

| COMPUTER LITERACY BASICS, Instructor Resources CD-ROM | 97812857766720 |

| Cengage Learning | DESIGN COLLECTION REVEALED: ADOBE INDESIGN CS6, PHOTOSHOP CS6, & ILLUSTRATOR CS6 | Botello/Reding | 2013 | 9-12 | 9781133693239 | Recommended as a component program |

**CONSENT**

**AUGUST 14, 2014**
### Notes:
The book teaches students the use of three software programs. Well organized to learn step-by-step. Good web resources and DVDs. But this does not include the career components, group work/collaboration (real world) or digital citizenship. Only good for those using CS6 Adobe.

### Key Features:
The DESIGN COLLECTION REVEALED provides comprehensive step-by-step instruction and in-depth explanation for three of today's most widely used design and layout programs: Adobe® InDesign® CS6, Adobe® Photoshop® CS6, and Adobe® Illustrator® CS6. You will gain practical experience with the software as you work through end-of-chapter learning projects and step-by-step tutorials.

- InDesign includes coverage of new CS6 features: Exporting a Grayscale PDF, the Content Collector Tool, and the Alternate Layout utility for working on multiple documents in one file.
- Photoshop chapters will introduce you to several new and updated features including customizing the UI, MiniBridge enhancements, layer filtering and Character and Paragraph styles.
- Illustrator chapters cover several new CS6 features, including a dynamic new interface and dramatic upgrades for pattern making and automatic image tracing.

### DESIGN COLLECTION REVEALED: ADOBE INDESIGN CS6, PHOTOSHOP CS6, & ILLUSTRATOR CS6, Instructor's Companion Website

**9781133608097**


### Notes:
Good layout to teach students a collection of software. Well organized book, logical sequence that takes students through the learning process. Good resources included, but does not include digital citizenship, collaboration, real world activities. Only good if using Adobe CS6 software.

### Key Features:
This invaluable, all-in-one guide provides a thorough introduction to web design and development with Adobe Dreamweaver® CS6, Adobe Flash® CS6, and Adobe Fireworks®CS6. In addition to detailed information on the current interface, features, and functionality of each program, the text includes step-by-step tutorials and hands-on projects to help readers master industry-leading software while honing practical skills with real-world relevance.

- Coverage of new and updated Dreamweaver CS6 features including HTML5, CSS3, and Multiscreen Preview and Media Queries.
- Updated Flash coverage includes new lessons to develop mobile applications (for smartphones and tablets) including creation of apps and testing apps on your mobile device, and lessons on how to develop AIR applications that can run on computers, mobile devices and televisions.
- Fireworks® chapters feature new coverage of enhancements to color selection, stroke and fill, gradients and styles.
- Includes an all-new chapter on using the Adobe file management application, Adobe Bridge, to manage all assets for any Creative Suite project.
<table>
<thead>
<tr>
<th>Cengage Learning</th>
<th>MICROSOFT OFFICE 2013 INTRODUCTORY</th>
<th>Vermaat</th>
<th>2014</th>
<th>9-12</th>
<th>9781285166032</th>
<th>Recommended as a comprehensive program</th>
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<tr>
<td>Key Features:</td>
<td>With Microsoft Office 2013, we're continuing our history of innovation by enhancing our proven pedagogy to reflect the learning styles of today's students. In this text you'll find features that are specifically designed to engage students, improve retention, and prepare them for future success.</td>
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<td></td>
<td>• Now, when students complete projects they are told WHY each step in the process is necessary, in addition to being told what they will be doing and how to accomplish each task.</td>
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<td></td>
<td>• New mini-roadmaps are provided throughout each chapter, visually showing students where they are in the process of completing the chapter project.</td>
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<td></td>
<td>• Critical thinking has been expanded throughout the text. Consider This boxes throughout each chapter provide thought-provoking questions and problem-solving activities. Chapter-ending Consider This: Plan Ahead boxes and Consider This: Your Turn assignments engage students in critical thinking and problem-solving skills to create their own solutions. Plus, every student assignment ends with a question that requires students' thoughts and opinions.</td>
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<td></td>
<td>• New emphasis on personalization asks students to include a personal detail in their solutions to every chapter project and assignment, ensuring that each student solution will be unique.</td>
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</table>

MICROSOFT OFFICE 2013 INTRODUCTORY, Instructor Resources

<table>
<thead>
<tr>
<th>Cengage Learning</th>
<th>MICROSOFT OFFICE 2013- ILLUSTRATED SECOND COURSE</th>
<th>Beskeen/Cram/Duffy/Friedrichsen</th>
<th>2014</th>
<th>9-12</th>
<th>9781285082257</th>
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### MICROSOFT OFFICE 2013: ADVANCED

**Vermaat**

**2014**

**9-12**

**9781285166322**

**Recommended as a component program**

**Notes:** Continues from Introductory, although no other technologies or programs are used as the only source. The Introductory book covers that. This is for Advanced Microsoft products only.

**Key Features:** With Microsoft Office 2013, we're continuing our history of innovation by enhancing our proven pedagogy to reflect the learning styles of today's students. In this text you'll find features that are specifically designed to engage students, improve retention, and prepare them for future success.

- Now, when students complete projects they are told WHY each step in the process is necessary, in addition to being told what they will be doing and how to accomplish each task.
- New mini-roadmaps are provided throughout each chapter, visually showing students where they are in the process of completing the chapter project.
- Critical thinking has been expanded throughout the text. Consider This boxes throughout each chapter provide thought-provoking questions and problem-solving activities. Chapter-ending Consider This: Plan Ahead boxes and Consider This: Your Turn assignments engage students in critical thinking and problem-solving skills to create their own solutions. Plus, every student assignment ends with a question that requires students' thoughts and opinions.
- New emphasis on personalization asks students to include a personal detail in their solutions to every chapter project and assignment, ensuring that each student solution will be unique.
| Cengage Learning | MICROSOFT OFFICE 2013: ILLUSTRATED INTRODUCTORY | Beskeen | 2014 | 9-12 | 9781285088457 | Key Features: Focused approach and user-friendly format, the Illustrated Series engages both computer rookies and hot shots in mastering MICROSOFT OFFICE 2013 applications quickly and efficiently. Skills are accessible and easy-to-follow thanks to the Illustrated Series' hallmark 2-page layout, which allows students to see an entire task in one view.

- Concise, to-the-point instruction helps students of all levels learn essential skills for using Microsoft Office 2013—including Word, Excel, Access, PowerPoint, as well as Windows 8, Internet Explorer 10, Outlook and essential computer concepts.
- Completely updated to reflect new features and enhancements in Microsoft Office 2013.
- New! Learning outcomes for each 2-page lesson mapped to assessments, including SAM Assessment and SAM Projects.
- New! Design improvements help keep students engaged and on track.
- New! Capstone appendix provides additional exercises for reinforcement and assessment.
- Updated appendix on SkyDrive and Microsoft Office Web Apps help students learn to use Office in the cloud. |
| MICROSOFT OFFICE 2013: ILLUSTRATED INTRODUCTORY, Instructor's Resources | 9781285088501 |
| Cengage Learning | THE VIDEO COLLECTION REVEALED: ADOBE PREMIERE PRO, AFTER EFFECTS, AUDITION AND ENCORE CS6 | Keller | 2013 | 9-12 | 9781133815006 | Recommended as a component program |

Notes: Could use more collaborative, work-based activities and a career component.
### Notes:
This is a good book and layout to teach students the use of Adobe Premiere Pro CS6, After Effects CS6, Adobe Audition CS6, and Encore CS6. Software is difficult to learn, but the book is well organized, logical sequence that takes students through the learning process. Good web resources, and 3 DVDs are also included.

### Key Features:
The all new THE VIDEO COLLECTION REVEALED: ADOBE PREMIERE PRO, AFTER EFFECTS, AUDITION AND ENCORE CS6 introduces your students to these exciting video applications and will help them create polished, professional work.

- Uses the newly-designed workspace in Premiere Pro and updated Premiere Pro terminology.
- Updated coverage of Warp Stabilizer to remove camera jitters in After Effects.
- Comprehensively covers the four primary Adobe CS6 video editing applications.
- Updated to take advantage of round-trip editing between Premiere Pro and Audition.
- Uses the newly-designed workspace in Premiere Pro and updated Premiere Pro terminology.

### THE VIDEO COLLECTION REVEALED: ADOBE PREMIERE PRO, AFTER EFFECTS, AUDITION AND ENCORE CS6 Instructor Resources

#### Cengage Learning

<table>
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<tr>
<th>THE WEB COLLECTION PREMIUM EDITION: DREAMWEAVER CS6, FLASH CS6, AND PHOTOSHOP CS6 REVEALED</th>
<th>Bishop/Shuman/Reding</th>
<th>2013</th>
<th>9-12</th>
<th>9781133815143</th>
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<tr>
<td>Recommended as a component program</td>
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### Notes:
Software specific, addresses student learning projects but does not help if using other software packages at the school. Does not address digital citizenship, collaboration or teamwork, or career components addressed in PTE/Computer Applications courses.

### Key Features:
This invaluable, all-in-one guide provides a thorough introduction to web design and development with Adobe Dreamweaver® CS6, Adobe Flash® CS6, and Adobe Fireworks® CS6. In addition to detailed information on the current interface, features, and functionality of each program, the text includes step-by-step tutorials and hands-on projects to help readers master industry-leading software while honing practical skills with real-world relevance.

- Coverage of new and updated Dreamweaver CS6 features including HTML5, CSS3, and Multiscreen Preview and Media Queries.
- Updated Flash coverage includes new lessons to develop mobile applications (for smartphones and tablets) including creation of apps and testing apps on your mobile device, and lessons on how to develop AIR applications that can run on computers, mobile devices and televisions.
- Fireworks® chapters feature new coverage of enhancements to color selection, stroke and fill, gradients and styles.
- Includes an all-new chapter on using the Adobe file management application, Adobe Bridge, to manage all assets for any Creative Suite project.
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<tr>
<td>Notes:</td>
<td>If only teaching Microsoft Office 2013, this is an excellent source. The teacher’s manual is easy to use, and the text is student friendly. It lacks in digital citizenship and group/peer involved work. It is a limited program. The focus is on Microsoft, Excel and Powerpoint.</td>
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<td>Key Features:</td>
<td>Learning Microsoft® Office 2013 features an exclusive design and pedagogy that includes:</td>
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<td>• Short, bulleted explanations and instructions to maximize hands-on learning time.</td>
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<td>• Numerous applications and exercises on each skill to accommodate all levels of learners.</td>
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<td>• A progressive approach that builds proficiency by gradually removing reference and hand-holding.</td>
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<td>• “How To” procedures separated from the instruction to ensure that students are learning, not just doing.</td>
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<td>• Cross-curricular exercises to teach software skills while reinforcing Math, Language Arts, Social Studies, and Science concepts.</td>
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<td>• Complete coverage of numerous state and national standards including the new Common Career Technical Core standards and Microsoft Office Specialist objectives.</td>
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SUBJECT
Lewis-Clark State College – Idaho State Program Approval Review Team Report and the National Council for the Accreditation of Teacher Education (NCATE) Accreditation Report

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION
The purpose of the on-site review was to determine whether candidates at Lewis-Clark State College meet state standards for beginning teachers. The review was conducted by an eight-member state program approval team accompanied by two state observers.

The standards used to validate the Institutional Report were the State Board of Education– approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards are being met.

Core standards, as well as individual program enhancement standards, were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members looked for a minimum of three applicable pieces of evidence to validate each standard, including but not limited to: course syllabi, minutes of relevant scheduled meetings, candidate evaluations and letters of support, additional evaluations both formal and informal, blog posts and comments, advising checklists, class assignments and reports, Praxis II test results, as well as partial and completed education Teacher Performance Assessments (edTPA). In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, university faculty, PreK-12 principals and cooperating teachers.

A written state team report was submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. No rejoinder was submitted.

During its March 6, 2014 meeting, the Professional Standards Commission (PSC) voted to approve the state team report and recommends to the State Board approval of the following programs: Elementary Education, English Language Arts, Reading (Literacy), Physical Education, Health Education,
Mathematics, Social Studies (Foundation Standards), History, Science (Foundation Standards), and Gifted and Talented.

Five programs are recommended for conditional approval. The Special Education program was not able to show that it was meeting all of the performance standards. The Biology, Chemistry, and Earth and Space Science programs showed evidence that they were positioned to offer viable programs, but there was not enough performance evidence in the foundation standards to show proof of implementation. Their Bilingual and English as a New Language program does not have any completers yet, so there was minimal evidence to review. The conditionally approved programs will undergo focused visits within three years to determine if the conditions have been met and if the program is eligible for approval.

IMPACT
In order to maintain their state approved status, and produce graduates eligible for Idaho teacher certification, Lewis-Clark State College must offer a teacher preparation program adequately aligned to both NCATE and State Standards.

ATTACHMENTS
Attachment 1 – State Program Approval Review Team Report with NCATE Accreditation Report
Attachment 2 – NCATE Accreditation Letter

STAFF COMMENTS AND RECOMMENDATIONS
This section will be completed by Board staff.

BOARD ACTION
I move to accept the State Team Report, and grant program approval of Elementary Education, English Language Arts, Reading (Literacy), Physical Education, Health Education, Mathematics, Social Studies (Foundation Standards), History, Science (Foundation Standards), and Gifted and Talented at Lewis-Clark State College.

Moved by __________ Seconded by __________ Carried Yes _____ No _____.

I move to accept the State Team Report, and grant conditional approval of the Special Education, Biology, Chemistry, Earth and Space Science, and English as a New Language programs at Lewis-Clark State College.

Moved by __________ Seconded by __________ Carried Yes _____ No _____.
STATE TEAM REPORT
LEWIS-CLARK STATE COLLEGE
November 3-5, 2013

ON-SITE STATE TEAM:

Stacey Jensen, Chair

Amy Cox
Ken Cox
Dr. Deb Hedeen
Joe Kelly
Dr. Wendy Ruchti
Jayne Heath-Wilmarth
Rick Jordan

Professional Standards Commission
Idaho State Board of Education

STATE OBSERVERS:

Christina Linder
Katie Rhodenbaugh
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<td>Mathematics</td>
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<td>Physical Education</td>
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<td>Earth and Space Science</td>
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<td>Bilingual Education and ENL (English as a New Language)</td>
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<td>Interview Participants</td>
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INTRODUCTION

Lewis-Clark State College (LCSC) has a century-long history of preparing professional educators. Established by an act of the Idaho State Legislature in 1893, the college was originally designated the Lewiston Normal School, reflecting its early mission as a teacher training facility. In 1963, the legislature granted the then Lewis-Clark Normal School its current status as a four-year undergraduate institution. Its present name, Lewis-Clark State College, was authorized by the Legislature and governing board in 1971, making the college the last public normal school in the United States.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Lewis-Clark State University meet state standards for beginning teachers. The review was conducted by a seven member state program approval team accompanied by two state observers. The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards are being met. Core standards as well as individual program foundational and enhancement standards were reviewed. Core standards are not subject to approval, since they permeate all programs, but are not in themselves, a program.

Team members looked for a minimum of three applicable pieces of evidence to validate each standard. These evidences included but were not limited to: course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional evaluations, both formal and informal, program course requirement lists, actual class assignments, Praxis II test results, and electronic portfolio entry evidence. Some observations of candidates teaching through PreK-12 site visits and video presentations were also used. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals, and cooperating teachers.

To assist the reader, the report includes language recommended by the National Council for the Accreditation of Teacher Education, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

Candidate – a student enrolled at the Lewis-Clark State College.
Student – an individual enrolled in an Idaho PreK-12 public school
Unit – the institution’s teacher preparation program
NCATE – National Council for the Accreditation of Teacher Education

In addition two other notations may be found in the report that are unique to Lewis-Clark State College and therefore need to be defined:

OSTE – On site teacher evaluator, or OSTE, is the unit name utilized for what is more commonly known as a cooperating teacher.
PACE Program – This is the unit acronym utilized for its on-line and partial on-line degree options. Evidence was evaluated from both traditional candidates as well as PACE program candidates to ensure that standards were being met, no matter which option the candidate chose.
<table>
<thead>
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<td><strong>Core Standards</strong></td>
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<td>Elementary Education</td>
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<td>Special Education</td>
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<td>English Language Arts</td>
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<td>Reading</td>
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<td>Physical Education</td>
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<td>Social Studies (Foundation Standards)</td>
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<td>Gifted and Talented</td>
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Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).
2. The teacher understands the role of the discipline in preparing students for the global community of the future.
3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.
4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.
5. The teacher understands the relationship between the discipline and basic technology operations and concepts.

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<tbody>
<tr>
<td>1.1 Knowledge Understanding Subject Matter</td>
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</table>
1.1 Elementary and Secondary Education Program Phases guidelines, required coursework syllabi, Praxis scores, interviews with completers, cooperating teachers, principals, and graduate and school administrator follow-up survey data all provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. One hundred percent of candidates meet the qualifying scores on Idaho State Board required academic examinations prior to their final internship and 93% receive a passing score on the first try of taking the exam. Principals and cooperating teacher interviews indicate that LCSC interns are very well prepared in the content area they are planning to teach in.

Performance
1. The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.
2. The teacher presents information that is accurate and relevant.
3. The teacher effectively links discipline concepts to students’ prior learning and makes connections to everyday life and the global community.
4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.
5. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.
6. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
7. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.
8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.
9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.
10. The teacher models new technologies and integrates them into instruction.

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<tr>
<td>1.2 Performance Making Subject Matter Meaningful</td>
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1.2 Candidate portfolio samples, candidate, principal, and cooperating teacher interviews, and observations indicate that teacher candidates are able to create learning experiences that make the content taught meaningful to students. One principal commented that the fact that University faculty serve as the supervisors when candidates are placed within the local school system allows them to coordinate what the candidate is learning in the University classroom and applying within the Pk-12 classrooms within which they are teaching. Her comment was that is a “constant cycle of learning, reflection and refinement.”

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
Knowledge
1. The teacher understands multiple perspectives on how learning occurs.
2. The teacher understands that students’ physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.
3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.
4. The teacher understands how students’ conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

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<tr>
<td>2.1 Knowledge Understanding Human Development and Learning</td>
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2.1 Elementary and Secondary Education Program Phases guidelines, required coursework syllabi, Praxis scores, required course assignments and scoring rubrics, and graduate and school administrator follow-up survey data all provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

Performance
1. The teacher assesses individual and group performance in order to design instruction that meets all students’ needs.
2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.
3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.
4. The teacher creates a positive learning environment that supports students’ self-confidence and competence across all developmental areas.

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<tr>
<td>2.2 Performance Provide Opportunities for Development</td>
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2.2 Candidate portfolio samples, lesson plan samples, required course assignments, interviews with cooperating teachers, candidates, and interns as well as observations indicate that teacher candidates provide opportunities to support students’ developmental stages and growth.
Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

Knowledge
1. The teacher understands and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students’ strengths and needs as a basis for growth.
2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness).
3. The teacher knows strategies to support the learning of students whose first language is not English.
4. The teacher understands how students’ learning is influenced by individual experiences, and prior learning as well as by language, culture, family and community values, and socioeconomic background.

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<td>3.1 Knowledge Understanding of Individual Learning Needs</td>
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3.1 Praxis scores, course assignment and rubric examples from SE322, course syllabi, Elementary and Secondary Program Phases guidelines, and interviews with cooperating teachers, principals, and faculty indicate that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

Performance
1. The teacher identifies and designs instruction appropriate to students’ stages of development, strengths, needs, and cultural backgrounds.
2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs.
3. The teacher accesses appropriate services or resources to meet students’ needs.
4. The teacher uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences.
5. The teacher creates a learning community in which individual differences are respected.
6. The teacher persists in helping all students achieve success.

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<td>3.2 Performance Modifying Instruction for Individual Learning Needs</td>
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3.2 SE322 course assignment samples and reflections, portfolio samples, and intern observations indicate that teacher candidates are able to modify instructional opportunities to support students with diverse needs.

*Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.*

**Knowledge**

1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.
2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).
3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

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4.1 Elementary and Secondary Program Phases guidelines, required course syllabi, course assignment guidelines and rubrics, as well as cooperating teacher interviews indicate that teacher candidates demonstrate an adequate understanding of instructional strategies including cooperative learning, lecture, action research, individual projects, and paired projects. It was noted however that there may be a weakness in the English Language Learner instructional strategies. Interviews indicated that this topic might be covered in ED330 and possibly SE322 however syllabi and assignment evidence was not found to support the conversation.

**Performance**

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
2. The teacher uses multiple teaching and learning strategies to engage students in learning.
3. The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents).

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<td>4.2 Performance Application of multiple instructional strategies</td>
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4.2 Candidate and cooperating teacher interviews, portfolio evidences, assignment evidence, and observations indicate that teacher candidates use a variety of instructional strategies in their planning and actual teaching. Cooperating teachers indicate the candidates are well versed in using strategies including whole group, small group, individual work, and technology.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**
1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).
2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.
3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
4. The teacher knows the components of an effective classroom management plan.
5. The teacher understands how social groups function and influence individuals, and how individuals influence groups.
6. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.
7. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.

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<td>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</td>
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5.1 Required course syllabi, perusing course assignment requirements and rubrics, as well as interviews with faculty, cooperating teachers, and completers indicate that evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. It was noted from several syllabi that management and motivation strategies were stressed in several required courses.

**Performance**
1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.
2. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.
3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.

4. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.

5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.

6. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).

7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

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<td>5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments</td>
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5.2 Portfolio evidence, required course assignments, and interviews with cooperating teachers, candidates, and faculty indicate that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive. Management and even motivation are often difficult skills for candidates to attain prior to their internship. However, the program organization and emphasis at LCSC seems to have managed to alleviate many of the motivation and management issues that candidates often face.

**Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.**

**Knowledge**

1. The teacher understands communication theory and the role of language in learning.
2. The teacher understands the communication needs of diverse learners.
3. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.
4. The teacher understands strategies for promoting student communication skills.

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6.1 Course assignment requirements, portfolio examples, cooperating teacher interviews, Praxis scores, interview and written interview data and comments, all provide evidence that teacher candidates demonstrate and adequate ability to model and use communication skills appropriate to professional settings. Most submitted assignments suggest that candidates are held to a high standard regarding grammar, spelling, and writing skills.

**Performance**
1. The teacher is a thoughtful and responsive listener.
2. The teacher adjusts communication so that it is age and individually appropriate.
3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.
4. The teacher supports and expands student skills in speaking, writing, reading, and listening, and in using other mediums.
5. The teacher demonstrates the ability to communicate effectively orally and in writing.
6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).
7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

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6.2 Portfolio examples, lesson plan and other assignment examples, interviews with candidates, completers, and college faculty, as well as observations of candidates during their internships provide evidence that teacher candidates create learning experiences that promote student learning and communication skill. Several candidate portfolio examples show evidence of student work requiring all aspects of the literacy process including speaking and listening.

**Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

**Knowledge**
1. The teacher understands how to apply knowledge about subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.
2. The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.
3. The teacher knows when and how to adjust plans to maximize student learning.
4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.
7.1 Course assignment requirements, assignment examples, syllabi, and cooperating teacher interviews indicate that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Candidates are expected to create thorough lesson plans throughout their program phases. Some of the lesson plans are taught in a micro-teaching situation to their peers and others are actually taught out in a classroom. Whether actually taught or not, the lesson planning skills seem to be developed from an early point in the program and throughout.

**Performance**
1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.
2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.
3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.
4. The teacher establishes student assessments that align with curriculum goals and objectives.
5. The teacher develops instructional plans based on student assessment and performance data.
6. The teacher integrates multiple perspectives into instructional planning with attention to students’ personal, family, and community experiences and cultural norms.
7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

7.2 Cooperating teacher and candidate interviews as well as portfolio samples, and video evidence of candidates teaching lessons indicate that teacher candidates are able to plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. One cooperating teacher even commented that candidates were better versed in the new Idaho Core Standards than they themselves were. Another interview indicated that candidates were able to plan and prepare instruction using information they had about the high percentage of free and reduced lunch qualified students within the classroom.
Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge
1. The teacher understands the purposes of formative and summative assessment and evaluation.
2. The teacher knows how to use multiple strategies to assess individual student progress.
3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
4. The teacher knows how to use assessments in designing and modifying instruction.
5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., Direct Writing and Math Assessments, end of course assessments, ISAT).
6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.
8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

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8.1 Ed318 course syllabi, portfolio evidence, course assignments, and faculty interviews indicate that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance. Candidates complete several assignments which allow them to create assessments and analyze and disaggregate the data from these assessments. Internship lesson evaluation evidence did seem to indicate that candidates are evaluated on how they monitor the effectiveness of the lesson as well as how they monitor and adjust the lesson.

Performance
1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The teacher uses multiple assessment strategies to measure students’ current level of performance in relation to curriculum goals and objectives.
3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.
4. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
5. The teacher monitors student assessment data and adjusts instruction accordingly.
6. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.
7. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.

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8.2 Portfolio evidences, required assignment reflections, candidate, faculty, and cooperating teacher interviews as well as candidate lesson plan evaluations indicate that teacher candidates use and interpret formal assessment strategies to evaluate and advance student performance. There is less adequate evidence and documentation of informal assessment strategies being used to evaluate and advance student performance. In addition there was an inadequate amount of evidence that teacher candidates were able to use formal and informal assessment strategies to evaluate and determine teaching effectiveness. Faculty interviews indicated that candidates adjust lessons based on information from assessments as well as using assessment evidence to help determine teaching effectiveness. However, reflections and portfolio evidences seem to lack the documentation of this.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher knows The Code of Ethics for Idaho Professional Educators.
2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.
4. The teacher knows where to find and how to access professional resources on teaching and subject matter.
5. The teacher understands the need for professional activity and collaboration beyond the school.
6. The teacher knows about professional organizations within education and his or her discipline.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.
9.1 Required course syllabi, course assignments, rubrics for assignments, as well as interviews with candidates, faculty, and cooperating teachers indicate that candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession. Faculty interviews indicate that the faculty themselves work deliberately to model themselves as reflective practitioners. Reflections on lessons, units, and assessments are built into the program phases from the beginning.

**Performance**
1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
2. The teacher adheres to local, state, and federal laws.
3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).
4. The teacher uses self-reflection as a means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.
8. The teacher uses technology to enhance productivity and professionalism.

9.2 Candidate observations, video lesson observations, faculty, principal, and cooperating teacher interviews as well as graduate and principal follow up survey data indicate that candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Knowledge
1. The teacher understands the relationships between schools, families, and the community and how such relationships foster student learning.
2. The teacher knows the structure and the historical and political context of local, state, and national educational systems and the role of education in society.
3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students’ lives and learning.
4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.
5. The teacher understands laws related to students’ rights and teachers’ responsibilities.
6. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.
7. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.
8. The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.
9. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.

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10.1 Required course syllabi, internship handbooks, course assignment descriptions, and faculty interviews indicate that teacher candidates know how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students’ learning and well-being. It was evident throughout the visit that professionalism and forming educational partnerships was of paramount importance to the Division of Education. The team found multiple examples of candidate evidence of partnerships.

Performance
1. The teacher uses information about students and links with community resources to meet student needs.
2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.
3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.
4. The teacher respects the privacy of students and the confidentiality of information.
5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.
6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).
7. The teacher acts as an advocate for students.
8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.

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10.2 Candidate observations, interviews with cooperating teachers, faculty, candidates and completers, as well as lesson and unit plan reflections provide in-depth evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being. Multiple comments were heard regarding candidates who went above and beyond to learn more about students’ interests and activities in order to plan learning to better meet the needs of their students. Many comments during interviews also alluded to the fact that college faculty, candidates, and cooperating teachers easily and effectively form partnerships for the betterment of the students they serve. Partnerships and professionalism are obviously highly valued throughout the programs the state team evaluated.
Elementary Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Elementary Teachers.

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.
3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.
5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve
problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.

6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students’ abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

8. The teacher understands the comprehensive nature of students’ physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.

11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

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<td>1.1 Knowledge Understanding Subject Matter and structure of the discipline</td>
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1.1 Interviews with teacher candidates, college supervisors and cooperating teachers, analyzing candidate lesson plans and course syllabi, provide evidence that teacher candidates demonstrate an adequate knowledge of elementary subject content, and understand the importance of integrated curriculum. The program provides evidence that candidates understand the relationship between inquiry and the development of thinking and reasoning.

**Performance**

1. The teacher models the appropriate and accurate use of language arts.

2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.

3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.
5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.

6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

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<td>1.2 Performance Making Subject Matter Meaningful</td>
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1.2 Interviews with teacher candidates, college supervisors and cooperating teachers, analyzing candidate lesson plans and portfolios, provide evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real life application, making learning experiences and subject matter meaningful. The program provides evidence that candidates teach using inquiry and exploration.

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

**Knowledge**

1. The teacher understands that young children’s and early adolescents’ literacy and language development influence learning and instructional decisions.

2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

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<td>2.1 Knowledge Understanding Human Development and Learning</td>
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2.1 Interviews with teacher candidates, college supervisors and cooperating teachers, candidate lesson plans and course syllabi, provide evidence that teacher candidates demonstrate an understanding of how young children and early adolescents learn. The program provides evidence that candidates understand the role of cognition, inquiry and exploration in learning.

**Performance**

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.
2.2 Interviews with teacher candidates, college supervisors and cooperating teachers, candidate lesson plans and portfolios and observations all provide evidence that teacher candidates demonstrate adequate knowledge of how young children and early adolescents learn. The program provides evidence that candidates design instruction and provide opportunities for students to learn through inquiry and exploration.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.**

**Knowledge**

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

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3.1 Interviews with teacher candidates, college supervisors and cooperating teachers, as well as candidate lesson plans and course syllabi, provide evidence that teacher candidates demonstrate adequate understanding of how students differ in their approaches to learning. Candidates are required to take three courses under the topic of individual needs. Two of these courses are utilized during their two different internship sessions so that on-going learning can take place while candidates are practicing in the field.

**Performance**

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.
Element | Unacceptable | Acceptable | Target
--- | --- | --- | ---
3.2 Performance Modifying Instruction for Individual Learning Needs | | X | |

3.2 Interviews with teacher candidates, college supervisors and cooperating teachers, analyzing candidate lesson plans and observations, provide evidence that teacher candidates demonstrate the ability to modify instructional opportunities to support students with diverse needs. Again, the fact that candidates take SE428 and SE431 Adaptive Teaching K-8 during their internship really allows them to modify instruction as needed by individual learners.

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Knowledge**
1. The teacher understands the importance of teaching and re-teaching classroom expectations.
2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

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<tbody>
<tr>
<td>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</td>
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5.1 Interviews with teacher candidates, college supervisors and cooperating teachers, analyzing candidate lesson plans and course syllabi, provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

**Performance**
1. The teacher consistently models and teaches classroom expectations.
2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.
5.2 Interviews with teacher candidates, college faculty, principals and cooperating teachers, observations, as well as observation survey data, provide evidence that teacher candidates demonstrate the ability to create, manage, and modify learning environments to ensure they are safe and productive. Many of those interviewed indicated that candidates were very capable of managing classroom behavior from their first day in the classroom.

**Recommended Action for Elementary Education Program:**

- X Approved
- _____Approved Conditionally
- _____Not Approved
Special Education Generalist

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Special Education Generalist Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.
2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.
3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.

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<td>1.1 Knowledge Subject Matter and Structure of the Discipline</td>
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1.1 Praxis II scores, required coursework syllabi, course projects and exams all provide evidence that teacher candidates demonstrate adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.

**Performance**
1. The teacher demonstrates the application of theories and research-based educational models in special education practice.
2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

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<tr>
<td>1.2 Performance Making Subject Matter Meaningful</td>
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1.2 Required course projects during practicum experiences, interviews with faculty and candidates, and portfolio entries provides evidence that teacher candidates demonstrate an adequate ability to apply the theories and educational models of special education practice.

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

**Knowledge**
1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

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<td>2.1 Knowledge Understanding Human Development and Learning</td>
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2.1 Field experience journals, syllabi and interviews with faculty. The program provides evidence that teacher candidates demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm.

**Performance**
1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.
2.2 IEP assignments, adaptation projects, candidate interviews and candidate internship evaluations provide evidence that teacher candidates demonstrate an adequate ability to use research-supported, developmentally and age-appropriate instructional strategies and practices, to provide effective instruction in academic and non-academic areas for students with disabilities.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).**

**Knowledge**
1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.
2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).  
3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).

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<td>3.1 Knowledge Understanding of Individual Learning Needs</td>
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3.1 Analysis of resource exploration papers, syllabi and chapter scaffolds indicate that teacher candidates demonstrate an adequate understanding of educational implications of exceptional conditions and strategies for accommodating and adapting curriculum and instruction for students with disabilities. Evidence did seem to be more available regarding individual learning needs in the area of literacy than other areas.

**Performance**
1. The teacher individualizes instruction to support student learning and behavior in various settings.
2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.
3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.
3.2 Required tutoring reports, the assigned adaptive project, and interviews with faculty indicate that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning.

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.**

**Knowledge**
1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)
2. The teacher understands the developmental nature of social skills.
3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.
4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

4.1 Syllabi, individualized instruction courses and interviews with faculty provides evidence that teacher candidates demonstrate an adequate understanding of how to design and implement instructional programs to support academic development of students with disabilities. However, the program provides no evidence that teacher candidates demonstrate an adequate understanding of how to design and implement instructional programs to provide support in the social development of students with disabilities.

**Performance**
1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.
2. The teacher designs, implements, and evaluates instructional programs that enhance a student’s participation in the family, the school, and community activities.
3. The teacher advocates for and models the use of appropriate social skills.
4. The teacher provides social skills instruction that enhances student success.
5. The teacher creates an accessible learning environment through the use of assistive technology.
6. The teacher demonstrates the ability to implement strategies that enhance students’ expressive and receptive communication.

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<td>4.2 Performance Application of multiple learning strategies</td>
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4.2 Tutoring reports, analysis of adaptive projects, and cooperating teacher interviews provide evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support academic development of students with disabilities. However, the program provides no evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support social development of students with disabilities.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**
1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).
3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).
4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.
5. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.

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<td>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</td>
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5.1 Behavior Intervention Plans, Behavioral assessment assignments, and interview with faculty indicate teacher candidates demonstrate adequate knowledge of theories of behavior concerning students with disabilities.

**Performance**

1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.
2. The teacher coordinates the implementation of behavior plans with all members of the educational team.
3. The teacher creates an environment that encourages self-advocacy and increased independence.
4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.
5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.

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<tr>
<td>5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments</td>
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5.2 Interviews with faculty, student portfolio evidences, and Behavior Intervention Plans provide little or no evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities. Candidates seem to have opportunities to watch these being created and implemented, but are not receiving the opportunity to create and manage them by themselves.

**Standard 6: Communication Skills** - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

**Knowledge**

1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.
2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

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<td>6.1 Knowledge Communication Skills</td>
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6.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication for students with disabilities.

**Performance**
1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.
2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

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<td>6.2 Performance Application of Thinking and Communication Skills</td>
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6.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of verbal and nonverbal communication techniques. In addition, little or no evidence is provided that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication for students with disabilities. These performances would include verbal communication techniques that expand the communication skills of students with disabilities.

**Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).**

**Knowledge**
1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.
2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.
3. The teacher understands the general education curriculum and state standards developed for student achievement.
Element | Unacceptable | Acceptable | Target
--- | --- | --- | ---
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals |  | X |  

7.1 Tutoring reports, adapted lesson plans and interviews with faculty indicate that teacher candidates demonstrate an adequate understanding of curricular and instructional practices used in the development of skills for students with disabilities.

**Performance**

1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.
2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.
3. The teacher evaluates and links the student’s skill development to the general education curriculum.
4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.
5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.
6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.
7. The teacher develops opportunities for career exploration and skill development in community-based settings.
8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.
9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.

| Element | Unacceptable | Acceptable | Target
--- | --- | --- | ---
7.2 Performance Instructional Planning Skills in Connection with Students’ Needs and Community Contexts |  | X |  

7.2 Internship portfolios, interviews with faculty, and an interview with a cooperating teacher indicate that teacher candidates are unable to demonstrate an adequate ability to design and
implements individualized instructional programs for students with disabilities. There was a lack of evidence available that candidates actually designed and monitored programs for students with disabilities.

**Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.**

**Knowledge**
1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.
2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.
3. The teacher understands how to assist colleagues in designing adapted assessments.
4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.
5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.
6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

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<td>8.1 Knowledge</td>
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<tr>
<td>Assessment of Student Learning</td>
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8.1 Internship syllabi, transition assessment assignments, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures that comply with legal and ethical concerns regarding the assessment of students with disabilities.

**Performance**
1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.
2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.
3. The teacher gathers background information regarding academic, medical, and social history.
4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.
6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.
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<td>8.2 Performance</td>
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<td>Using and Interpreting Program and Student Assessment Strategies</td>
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8.2 Candidate portfolios, field experience journal samples and faculty interviews provide evidence that teacher candidates demonstrate an adequate ability to facilitate and/or conduct assessments that comply with legal and ethical concerns regarding students with disabilities.

**Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Generalist Rubrics).**

**Performance**
1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

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<td>9.2 Performance</td>
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<td>Developing in the Art and science of Teaching</td>
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9.2 Candidate interviews, course syllabi and faculty interviews as well as portfolio evidence provides evidence that teacher candidates display an adequate ability to practice within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

**Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being (same as Core Rubrics).**

**Knowledge**
1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.
3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.
4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.
5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.
7. The teacher knows how to train or access training for paraprofessionals.
8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

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<tr>
<td>10.1 Knowledge Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships</td>
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10.1 Course syllabi, SE477 course article responses and an interview with a cooperating teacher provides evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Performance
1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.
2. The teacher trains or accesses training for paraprofessionals.
3. The teacher collaborates with team members to develop effective student schedules.
4. The teacher communicates the benefits, strengths, and constraints of special education services.
5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.
6. The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).
7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.
8. The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.
9. The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.

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<tr>
<td>10.2 Performance Interacting with Students, Interacting in with Colleagues, Parents/Guardians, and Community in Partnerships</td>
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10.2 Internship portfolios, evaluations of intern performance data and interviews with faculty provides evidence that teacher candidates demonstrate an adequate ability to interact and collaborate with students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

**Recommended Action for Special Education Generalist Program:**

- Approved
- X Approved Conditionally
- Not Approved

**Areas for Improvement:**

Standard 4: Little or no evidence that teacher candidates demonstrate an adequate understanding, and ability to design and implement instructional programs to support social development of students with disabilities.

Standard 5: Little or no evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities.

Standard 6: Little or no evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication for students with disabilities. In addition, little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of verbal and nonverbal communication techniques that expand the communication skills of students with disabilities.

Standard 7: Little or no evidence that teacher candidates demonstrate an adequate ability to design and implement individualized instructional programs for students with disabilities in the following areas: task analysis to determine discrete skills necessary for instruction and to monitor student progress; develops and uses procedures for monitoring student progress toward individual learning goals; and strategies for facilitating maintenance and generalization of skills across learning environments.
English Language Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the English language arts and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.
2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.
3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).
5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.
6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.
7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.
8. The teacher understands the social and historical implications of print and nonprint media.
9. The teacher understands the history of the English language.
10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.
11. The teacher understands reading as a developmental process.
12. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.
13. The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.
14. The teacher recognizes the student’s need for authentic purposes, audiences, and forms of writing.
15. The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.

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<td>1.1 Knowledge Understanding Subject Matter</td>
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1.1 Interviews with cooperating teachers, Praxis II scores, checking student files, interviewing candidates, and perusing student work samples provide evidence that teacher candidates possess knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

**Performance**
1. The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.
2. The teacher integrates reading, writing, speaking, listening, viewing, and language study.
3. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.
4. The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
5. The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.
6. The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.
7. The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.
8. The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students’ experiences.
9. The teacher demonstrates the writing process as a recursive and developmental process.

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<td>1.2 Performance Making Subject Matter Meaningful</td>
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1.2 Interviewing language arts teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Principle 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.

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<td>2.1 Knowledge Understanding Human Development and Learning</td>
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2.1 Interviews with cooperating teachers, interviews with candidates, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.

Performance
1. The teacher identifies in reading, writing, listening, viewing, and speaking and plans for developmental stages and diverse ways of learning.
2. The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.

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<td>2.2 Performance Provide Opportunities for Development</td>
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2.2 Interviewing language arts teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide little or no evidence that teacher candidates demonstrate an adequate ability to recognize students’ levels of language maturity and identify strategies to promote growth.
Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Knowledge
1. The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).
2. The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.
3. The teacher is familiar with a variety of strategies for promoting student growth in writing.

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4.1 Interviews with cooperating teachers, interviews with candidates, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students’ critical thinking, problem solving, and performance skills at varying literacy levels.

Performance
1. The teacher effectively uses comprehension strategies.
2. The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.
3. The teacher monitors and adjusts strategies in response to individual literacy levels.
4. The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.
5. The teacher uses students’ creations and responses as part of the instructional program.
6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).
7. The teacher enriches and expands the students’ language resources for adapting to diverse social, cultural, and workplace settings.
8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.
4.2 Interviewing language arts teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students’ critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects).

**Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.**

**Knowledge**

1. The teacher knows methods of assessing students’ written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).

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<td>4.2 Performance Application of multiple learning strategies</td>
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8.1 Interviews with cooperating teachers, interviews with candidates, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

**Performance**

1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.
### 8.2 Performance

Using and interpreting program and student assessment strategies

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**Performance**

8.2 Interviewing language arts teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

**Principle 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.**

**Performance**

1. The teacher engages in reading and writing for professional growth and satisfaction.
2. The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

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<td>9.2 Performance Developing in the Art and science of Teaching</td>
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9.2 Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers or English.

**Recommended Action on English Language Arts Program:**

- X Approved
- Approved Conditionally
- Not Approved
Areas for Improvement:

An increased focus on identifying student language abilities and levels and in addressing student individual needs will go far in correcting Principle 2.2: Knowledge of Human Development and Learning. Additionally, candidates should demonstrate in their work samples and artifacts a more in-depth knowledge of accommodations and differentiation.
State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands the relationships and roles of the components of a balanced literacy program, which encompasses: a) oral language development and its role in the emergence of writing and reading; b) phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes; c) language patterns, vocabulary, comprehension and critical thinking; and d) development of fluency (rate and accuracy).
2. The teacher knows the methods of literacy instruction congruent with a balanced literacy program.
3. The teacher understands that reading is a process of constructing meaning.
4. The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).
5. The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide-reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.
6. The teacher understands the relationships between reading, writing, speaking, listening, and viewing.
7. The teacher understands why it is important for developing literacy skills to read aloud to students.
8. The teacher is familiar with a wide range of children’s literature encompassing all genres.

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1.1 Interviews with cooperating teachers, students and professors, syllabi, Praxis II scores, ICLA test scores, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

**Performance**
1. The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.
2. The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).
3. The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).
4. The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography).
5. The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.
6. The teacher provides literacy lessons and opportunities congruent with best research practices.
7. The teacher reads aloud to children.

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1.2 Interviewing reading teacher candidates, university supervisors and analyzing candidate lesson plans, provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.
Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher knows historical and current research as it relates to reading.
2. The teacher understands the significance of home language and culture on the development of literacy in the classroom.

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2.1 Interviews with cooperating teachers and student candidates, syllabi, ICLA test scores, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of research as it relates to reading and the development of literacy in the classroom.

Performance
1. The teacher implements cognitively compatible strategies in developing reading instruction.
2. The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.
3. The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.

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<td>2.2 Performance Provide Opportunities for Development</td>
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2.2 Interviews with cooperating teachers and student candidates, syllabi, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to implement cognitively compatible strategies in developing reading instruction, utilize the home language and culture of students to foster the development of literacy in the classroom.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.
Knowledge
1. The teacher understands research-based best practices in prevention identification, intervention, and remediation of reading difficulties.
2. The teacher understands methods for accelerating and scaffolding the students’ development of reading strategies.
3. The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.

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<td>3.1 Knowledge Understanding of Individual Learning Needs</td>
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3.1 Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of research-based best practices in prevention identification, intervention, and remediation of reading difficulties and methods for scaffolding the students’ development of reading strategies.

Performance
1. The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.
2. The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.

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<td>3.2 Performance Modifying Instruction for Individual Learning Needs</td>
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3.2 Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support curriculum goals to structure reading instruction and differentiated reading in response to student performance.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge
1. The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.
4.1 Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates demonstrate an adequate understanding that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.

**Performance**
1. The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.

4.2. Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates demonstrate the ability to integrate literacy instruction and development into all academic content areas in an engaging manner.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**
1. The teacher understands the power of literacy as it relates to academic success and life-long learning.
2. The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.
5.1 Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates demonstrate an adequate understanding of literacy as it relates to academic success, and the importance of extensive reading in a variety of genres.

**Performance**
1. The teacher advocates extensive reading for information and for pleasure.
2. The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.

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8.1 Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples shows sufficient evidence was not provided to verify an adequate understanding of the use of assessment for different literacy purposes, as well as, how to choose, administer and interpret multiple assessments pertaining to reading.

**Performance**

1. The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.
2. The teacher collects and utilizes data from multiple sources to inform instruction.
3. The teacher uses assessment to increase students’ awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.
4. The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.
5. The teacher advocates that the needs of every student are accurately represented in assessment data.

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<td>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</td>
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8.2 Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples show sufficient evidence was not provided to verify an adequate understanding of assessment. The program provided little evidence that candidates gather and interpret data from multiple assessments to plan instruction, use literacy assessment data to evaluate instructional effectiveness, and advocate that the needs of every student are accurately represented in assessment data.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Knowledge**

1. The teacher knows sources and programs that promote family literacy.
2. The teacher knows community-based programs that promote literacy development.
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10.1 Interviews with cooperating teachers, faculty and candidates, review of course syllabi, and perusing student work samples provides evidence that teacher candidates demonstrate knowledge of candidate awareness and identification of programs and sources that promote literacy within the family and community.

Performance
1. The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.
2. The teacher fosters parental support for family literacy activities.

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10.2 Interviews with cooperating teachers, faculty and candidates, review of course syllabi and perusing student work samples provides evidence that teacher candidates engage with colleagues, community, other professionals, and parents to improve the literacy-learning.

Recommended Action for Reading (Literacy) Program:

_X_ Approved
_____Approved Conditionally
_____Not Approved
Health

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.
2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury.
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).
5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).
1.1 Analyzing Praxis data and syllabi, perusing candidate portfolios and projects, along with interviews with faculty and teacher candidates provides evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied.

**Performance**

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

1.2 Analysis of candidate unit plans, observation of candidate field work, and interviews with faculty and teacher candidates provides evidence that teacher candidates adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**

1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.
2. The teacher knows strategies and techniques that develop positive health behavior changes in students.
5.1 Analysis of syllabi, perusing of teacher candidate work and interviews with faculty and candidates provides evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and classroom management for safe physical activity and health-enhancing behaviors.

**Performance**
1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

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<td>5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments</td>
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5.2 Analysis of candidates unit and lesson plans, observation of candidate field work, along with interviews with faculty and teacher candidates provides adequate evidence that teacher candidates demonstrate an adequate ability to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

**Standard 6: Communication Skills -** The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**Knowledge**
1. The teacher understands student jargon and slang associated with high-risk behaviors.

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<td>6.1 Knowledge Communication Skills</td>
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6.1 Analysis of syllabi and Praxis scores along with examining candidate work and interviews with faculty and teacher candidates provides evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-risk behaviors.
Performance
1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.
2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.
4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).
5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

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<td>6.2 Performance Application of Thinking and Communication Skills</td>
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6.2 Observation of candidate presentations, analysis of lesson plans and interviews with faculty and candidates provides evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. The teacher understands the differing community health values and practices.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.
3. The teacher understands the influence of culture, media, technology, and other factors on health.

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<tr>
<td>7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</td>
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</table>
7.1 Analysis of syllabi, examination of student lesson and unit plans and projects, and interviews with faculty, cooperating teachers and candidates provides evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge health education, students, the community, and curriculum goals.

Performance
1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

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<tr>
<td>7.2 Performance Instructional Planning Skills in Connection with Students’ Needs and Community Contexts</td>
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7.2 Observation of candidates, analysis of lesson and unit plans, and interviews with cooperating teachers, faculty and candidates provides evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher knows the laws and codes specific to health education and health services to minors.

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<tbody>
<tr>
<td>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</td>
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</table>
9.1 Analysis of syllabi, examination of lesson plans, and interviews with cooperating teachers, faculty and candidates provides evidence that teacher candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors.

**Performance**

1. *The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.*

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<td>9.2 Performance Developing in the Art and Science of Teaching</td>
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9.2 Observation of teacher candidate field experience, analysis of lesson and unit plans and interviews with faculty and candidates provides evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

**Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.**

**Knowledge**

1. *The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).*

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<td>10.1 Knowledge Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</td>
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10.1 The program provides evidence that teacher candidates understand methods of how to advocate for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).
Performance
1. The teacher demonstrates the ability to advocate for personal, family, and community health.
2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

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10.2 The program provides evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health

Recommended Action for Health Program:

- X Approved
- Approved Conditionally
- Not Approved
Mathematics

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.
Knowledge
1. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non-Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics and data analysis (e.g., random variable, distribution functions, and probability).

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<tr>
<td>1.1 Knowledge Subject Matter and Structure of Mathematics</td>
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1.1 Interviews with candidates, cooperating teachers, and college faculty, Praxis II scores, course syllabi, course catalog, and samples of candidate work including portfolios and lesson plans provide evidence that teacher candidates demonstrate an in-depth understanding of mathematics, by meeting all of the knowledge indicators as delineated in the Idaho Standards for Mathematics Teachers.

Performance
1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies concepts of number, number theory, and number systems.
3. The teacher uses numerical computation and estimation techniques and applies them to algebraic expressions.
4. The teacher applies the process of measurement to two- and three-dimensional objects using customary and metric units.
5. The teacher uses descriptive and inferential statistics to analyze data, make predictions, and make decisions.
6. The teacher uses concepts and applications of graph theory, recurrence relations, matrices, and combinatorics.

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<tr>
<td>1.2 Performance Making Mathematics Meaningful</td>
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1.2 Analyzing lesson plans, assessments and evaluations provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.**

**Knowledge**

1. The teacher knows how to formulate and pose problems, how to access a large repertoire of problem-solving strategies, and how to use problem-solving approaches to investigate and understand mathematics.
2. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
3. The teacher knows how to frame mathematical questions and conjectures.
4. The teacher knows how to make mathematical language meaningful to students.
5. The teacher understands inquiry-based learning in mathematics.
6. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
7. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software).

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<tr>
<td>4.1 Knowledge Understanding of Multiple Mathematical Learning Strategies</td>
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4.1 Cooperating teachers, college faculty and candidate interviews, analyzing lesson plans, student work, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the knowledge indicators in the Idaho Standards of Mathematics Teachers.

**Performance**

1. The teacher formulates and poses problems, uses different strategies to solve problems to verify and interpret results, and uses problem-solving approaches to investigate and understand mathematics.
2. The teacher uses both formal proofs and intuitive, informal exploration.
3. The teacher develops students’ use of standard mathematical terms, notations, and symbols.
4. The teacher communicates mathematics through the use of a variety of representations.
5. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses, and use appropriate mathematical representations.
6. The teacher uses technology appropriately to develop students’ understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).
4.2 Performance Application of Multiple Learning Strategies

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<td>4.2 Performance Application of Multiple Learning Strategies</td>
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4.2 Performance Analyzing teacher lesson plans, work samples, candidate portfolios, and evaluations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance
1. The teacher assesses students’ mathematical reasoning.

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<tr>
<td>8.2 Performance Assessing Students’ Mathematical Reasoning</td>
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8.2 Performance Interviews with cooperating teachers and candidates, analyzing lesson plans, student work samples and rubrics provide evidence that teacher candidates demonstrate an adequate ability to assess students’ mathematical reasoning.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications of those ideas within mathematics, as well as to other disciplines.

Knowledge
1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands mathematical modeling as a way to understand the world (e.g., in natural science, social science, business, and engineering).
4. The teacher understands the relationship between geometric concepts and real-life constructs.
### Element: Knowledge Significant Mathematical Connections

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11.1 Interviews with cooperating teachers and candidates, analyzing student work samples, lesson plans, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of mathematical connections as delineated by the knowledge indicators in the Idaho Standards for Mathematics Teachers.

**Performance**

1. The teacher uses mathematical modeling to solve problems from fields such as natural science, social science, business, and engineering.
2. The teacher uses geometric concepts and relationships to describe and model mathematical ideas and real-life constructs.
3. The teacher uses algebra to describe patterns, relations, and functions in meaningful contexts.

### Element: Performance Application of Mathematical Connections

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11.2 Analyzing portfolios, lesson plans, and evaluation forms provide evidence that teacher candidates demonstrate an adequate ability to help students make connections as delineated by the performance indicators in the Idaho Standards for Mathematics Teachers.

**Recommended Action for Mathematics Program:**

- **X** Approved
- **Approved Conditionally**
- **Not Approved**

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**CONSENT AGENDA**

**AUGUST 14, 2014**

College/University: Lewis-Clark State College  Review Dates: November 3-5, 2013
Physical Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.
2. The teacher understands the sequencing of motor skills (K-12).
3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles.
4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.
6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).
7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).
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<td><strong>1.1 Knowledge</strong></td>
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<tr>
<td>Subject Matter and Structure of</td>
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<td>the Discipline</td>
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1.1 Examination of Syllabi, and Praxis scores, analysis of teacher candidate lesson plans and cooperating teacher, faculty and candidate interviews provides evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

**Performance**
1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.
2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).

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<td><strong>1.2 Performance</strong></td>
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<td>Making Subject Matter Meaningful</td>
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1.2 Analysis of Praxis scores and syllabi, along with examination of candidate lesson plans and interviews with cooperating teachers, faculty, and teacher candidates provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
Performance
1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.
2. The teacher promotes physical activities that contribute to good health.

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<td>2.2 Performance Provide Opportunities for Development</td>
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2.2 Analysis of teacher candidate lesson and unit plans, observation of teacher candidate field work and community service, along with interviews with faculty, cooperating teachers and teacher candidates provides evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

Standard 3: Modifying instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse

Performance
1. The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.

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<td>3.2 Performance Accommodating Individual Learning Needs</td>
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3.2 Analysis of candidate lesson and unit plans, observation of candidate field work, along with interviews with faculty, cooperating teachers and candidates provides evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.
2. The teacher knows strategies to help students become self-motivated in physical education.
3. The teacher understands that individual performance is affected by anxiety.
4. The teacher understands principles of effective management in indoor and outdoor movement settings.

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<td>5.1 Knowledge</td>
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<td>Understanding of Classroom</td>
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<td>Motivation and Management Skills</td>
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5.1 Analysis of syllabi, examination of student work and interviews with completers, cooperating teachers, faculty and teacher candidates provides evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

Performance
1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).
2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.
3. The teacher utilizes principles of effective management in indoor and outdoor movement settings.

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<td>5.2 Performance</td>
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<td>Creating, Managing, and Modifying</td>
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5.2 Observation of Teacher Candidates, perusing student work, and interviews of Completers, Faculty Cooperating Teachers and Teacher Candidates provides evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.
Knowledge
1. The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.
2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).

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<td>7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</td>
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7.1 Analysis of syllabi, interviews with cooperating teachers, completers, teacher candidates and faculty along with examining teacher candidate work and observing teacher candidate field experience, provides evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

Performance
1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

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<td>7.2 Performance Instructional Planning Skills in Connection with Students’ Needs and Community Contexts</td>
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7.2 Observation of teacher candidate field work, analysis of teacher candidate lesson and unit plans, and interviews with faculty, cooperating teachers, and teacher candidates provides evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
Knowledge
1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

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<tr>
<td>8.1 Knowledge Assessment of Student Learning</td>
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8.1 Interviews with recent Completers, Cooperating Teachers, Faculty and Teacher Candidates, along with analysis of syllabi and Teacher candidate field work and projects provides evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Performance
1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

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<tr>
<td>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</td>
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8.2 Analysis of Teacher Candidate unit and lesson plans, Candidate field work, and interviews with Cooperating Teachers, Faculty, and Teacher Candidates provides evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.
9.1 Analysis of syllabi, observation of teacher candidate presentation, perusing teacher candidate lesson and unit plans, and interviews with candidates, faculty, and cooperating teachers provides evidence that teacher candidates demonstrate an adequate understanding of how his/her personal physical fitness and activity levels may impact teaching and student motivation.

**Standard 11: Safety – The teacher provides for a safe learning environment.**

**Knowledge**
1. The teacher understands the inherent dangers involved in physical education activities.
2. The teacher understands the need to consider safety when planning and providing instruction.
3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).
4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).
5. The teacher understands school policies regarding student injury and medical treatment.
6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.
7. The teacher understands the appropriate steps when responding to safety situations.
8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

11.1 Analysis of course catalog, examination of Teacher Candidate test results and lesson plans, and interviews with Cooperating Teachers, Faculty, recent Completers and Teacher Candidates provides evidence that teacher candidates demonstrate an adequate understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required.

**Performance**
1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.
2. The teacher informs students of the risks associated with physical education activities.
3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.
4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.
5. The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.
6. The teacher identifies safety situations and responds appropriately.
7. The teacher maintains CPR and first aid certification.

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<td>11.2 Performance Creating a Safe Learning Environment</td>
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11.2 Observation of Teacher Candidate field experience, interviews of Faculty, Cooperating Teachers, and Teacher Candidates and perusing student work provides evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

Recommended Action for Physical Education Program:

- [X] Approved
- _____ Approved Conditionally
- _____ Not Approved
Foundation Standards for Science

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher knows the history and nature of science and scientific theories.
2. The teacher understands that all sciences are related.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry.
6. The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students.
7. The teacher knows how to effectively engage students in constructing deeper understanding of scientific phenomena through lessons, demonstrations, and laboratory and field activities.
1.1 Knowledge
Subject Matter and Structure of Science

1.1 Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science. Course syllabi reflect adequate content knowledge through traditional science coursework. Upper division and field based classes (Field Ecology, Ornithology, Mammology and Geology) have students participating in the scientific process in the field.

Performance
1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.
2. The teacher continually adjusts curriculum and activities to align them with new scientific data.
3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
4. The teacher helps students build scientific knowledge and develop scientific habits of mind.
5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating information to students.
6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
8. The teacher engages in scientific inquiry in science coursework.

1.2 Performance
Making Science Meaningful

1.2 Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.
Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions about science and how they affect student learning.

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<td>2.1 Knowledge Understanding Human Development and Learning</td>
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2.1 Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide little or no evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.

Performance
1. The teacher identifies students’ conceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

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<td>2.2 Performance Provide Opportunities for Development</td>
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2.2 Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide little or no evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Knowledge
1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
2. The teacher understands how to implement scientific inquiry.
3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

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<td>4.1 Knowledge Understanding Multiple Learning Strategies</td>
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4.1 Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

**Performance**
1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

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<td>4.2 Performance Application of Multiple Learning Strategies</td>
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4.2 Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills.

**Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.**

**Knowledge**
1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

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<td>6.1 Knowledge Communication Skills</td>
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6.1 Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). We felt the following projects/labs were exemplars of this standard: Organic Chemistry II Research project, Bio 181 Allelopathy and the Geology projects.

**Performance**
1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

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<td>6.2 Performance Application of Thinking and Communication Skills</td>
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6.2 Syllabi, interviews with faculty, candidates, and cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
Knowledge
1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

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<td>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</td>
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9.1 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Performance
1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

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<td>9.2 Performance Developing in the Art and Science of Teaching</td>
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9.2 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provides little or no evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.


Knowledge
1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.
2. The teacher knows how to properly dispose of waste materials.
3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.
4. The teacher is aware of legal responsibilities associated with safety.
5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

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11.1 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an in-depth knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of Material Safety Data Sheets (MSDS).

**Performance**

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

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11.2 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an in-depth ability to model safe practices in the classroom and storage area; 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) document safety instruction; 7) takes action to prevent hazards; 8) adhere to the standards of the science education community for ethical care and use of animals; and 9) uses preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

**Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.**

**Knowledge**
1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students’ laboratory and field skills.

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<td>12.1 Knowledge Understanding of Laboratory and Field Experiences</td>
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12.1 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

**Performance**
1. The teacher engages students in a variety of laboratory and field techniques.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

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<td>12.1 Performance Effective Use of Laboratory and Field Experiences</td>
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12.2 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.
Areas for Improvement:

Artifacts, candidate interviews and faculty interviews indicate LCSC is providing secondary science candidates with a solid traditional science education. Additionally, the structure of student portfolios and the investigation and field research experiences embedded in some of the science coursework indicate that LCSC is aware of and making an effort to transition to the recently adopted Standards for Science Teachers. However, we can find no evidence that candidates are making this actionable in their practice. This is a general trend throughout the artifacts and interviews. It may be a function of the small number of candidates in this program.

Even though evidence, such as syllabi and interviews, reveal that candidates read about the importance of understanding misconceptions (How Students Learn), we do not find evidence that candidates are demonstrating their knowledge of commonly held misconceptions either in writing lesson plans, nor is it embedded in their teaching or reflections.

Evidence of “engaging students in scientific inquiry” is largely scripted labs.

While candidates read both about recent development in their field and about how people learn science, there is no evidence that students incorporate current research into their lesson plans, teaching, or reflection about teaching.
Idaho Standards for Biology

**Principle 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.**

**Knowledge**
1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands that genetic material and characteristics are passed between generations.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

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<td>Subject Matter and Structure of Biology</td>
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1.1 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge

**Performance**
1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.

6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.

7. The teacher helps students understand the ways living organisms are adapted to their environments.

8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.

9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.

10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.

11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).

12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

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<td>1.2 Performance Making Biology Meaningful</td>
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1.2 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

**Recommended Action for Biology Program:**

- [X] Approved
- _____Approved Conditionally
- _____Not Approved
Idaho Standards for Chemistry

Principle 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

Knowledge
1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy.
2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions.
3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry.
4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
5. The teacher knows alternative explanations and models of chemistry concepts.

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<td>1.1 Knowledge Knowledge of Subject Matter and Structure of Chemistry</td>
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1.1 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

Performance
1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher uses scientific criteria to develop alternative models to explain chemistry concepts.
3. The teacher models the application of mathematical concepts for chemistry (e.g., factor-label method, statistical analysis of data, and problem-solving skills).

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1.2 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

**Recommended Action for Chemistry Program:**

- [X] Approved
- [ ] Approved Conditionally
- [ ] Not Approved
Idaho Standards for Earth and Space Science

**Principle 1: Knowledge of Earth and Space Science** - The teacher understands the central concepts, tools of inquiry, and structures of Earth and Space Science and creates learning experiences that make these aspects of earth and space science meaningful for students.

**Knowledge**

1. The teacher knows how local events can potentially impact local, regional, and global conditions.
2. The teacher understands the rock cycle and the classification systems for rocks and minerals.
3. The teacher understands the interaction among mountain building, earthquakes, oceanic trenches, volcanoes, and continental drift as explained by the theory of plate tectonics.
4. The teacher understands the relationship between the sun, moon and earth in explaining phenomena.
5. The teacher knows earth history as interpreted using scientific evidence.
6. The teacher understands the composition of the earth and its atmosphere.
7. The teacher understands the processes of erosion, weathering, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).
8. The teacher knows the multiple scientific theories of the origin of galaxies, planets, and stars.
9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.
10. The teacher understands the flow of energy and matter through earth and astronomical systems.
11. The teacher knows the concepts of weather and climate.
12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

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<td>1.1 Knowledge Subject Matter and Structure of Earth and Space Science</td>
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1.1 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of earth and space science content and the nature of earth and space science knowledge and understand and are able to articulate the importance of engaging in the process of science.

**Performance**

1. The teacher helps students understand the flow of energy and matter through earth and space systems.
2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.
3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.
4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.
5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.
6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.
7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.
8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.
9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

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1.2 Interviews with cooperating teachers and principals, faculty, candidates and perusing artifacts and student work samples provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, structures of earth and space science knowledge, and the processes of earth and space science meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

**Recommended Action for Earth and Space Science Program:**

___X___ Approved
_____ Approved Conditionally
_____ Not Approved
Idaho Foundation and Enhancement Standards for
Social Studies Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, and humanities).
2. The teacher understands the ways various governments and societies have changed over time.
3. The teacher understands ways in which independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, vision/structure for social justice, and other factors have on worldwide historical processes.
5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands that geography enables people to comprehend the relationships between people, places, and environments over time.
7. The teacher understands the principles and processes of a democratic society.
8. The teacher knows the appropriate use of primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.
1.1 Interviews with cooperating teachers, candidates, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of the social studies disciplines (i.e., history, economics, geography, and political science) that they plan to teach and the ways new knowledge in social studies disciplines is discovered; the ways various governments and societies have changed over time; and the impact that cultures, religions, technologies, vision/structure of social justice, and other factors have on historical processes.

**Performance**

1. The teacher provides opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts.
2. The teacher encourages and guides investigation of various governments and cultures in terms of their diversity, commonalities, and interrelationships.
3. The teacher integrates knowledge from the social sciences and the humanities in order to prepare students to live in a world with limited resources, ethnic diversity, cultural pluralism, and increasing interdependence.
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

1.2 Interviewing teacher candidates, analyzing lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of various governments and cultures in terms of their diversity, commonalities, and interrelationships; and incorporate current events, global perspectives and scholarly research into the curriculum; and integrate social sciences and humanities knowledge in order to prepare students to live in a world with limited resources, ethnic diversity, cultural pluralism.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
Knowledge
1. The teacher understands how leadership, group, and cultural influences contribute to intellectual, social, and personal development.
2. The teacher understands the impact of civic engagement on student learning.

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<tr>
<td>2.1 Knowledge Understanding Human Development and Learning</td>
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2.1 Interviews with cooperating teachers, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

Performance
1. The teacher provides opportunities for students to engage in civic life, politics, and government.

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<tr>
<td>2.2 Performance Provide Opportunities for Development</td>
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2.2 Interviewing teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide little or no evidence that teacher candidates demonstrate an adequate ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences. Candidates demonstrate a high level of content knowledge; however, artifacts and interviews provided minimal evidence of activities that showed student interaction with the content of the lesson in a meaningful way.

Areas for Program Improvement:
An increased focus in methods classes on candidate driven activities that promote student interaction will go far in correcting Standard 2.2: Knowledge of Human Development and Learning. Additionally, candidates should demonstrate in their work samples and artifacts a more in-depth knowledge of accommodations and differentiation.
History

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international relations impacted the development of the United States.
4. The teacher understands how significant conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world, both Western and non-Western.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

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<td>1.1 Knowledge Understanding</td>
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<td>Subject Matter</td>
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1.1 Interviews with cooperating teachers, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history.

Performance
1. The teacher provides opportunities for students to make connections between political, social, cultural, and economic themes and concepts.
2. The teacher enables students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history.
3. The teacher facilitates student inquiry on how international relationships impact the United States.
4. The teacher relates the role of conflicts to continuity and change across time.
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<tr>
<td>1.2 Performance Making Subject Matter Meaningful</td>
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1.2 Interviewing teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates possess an adequate ability to provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to continuity and change across time.

**Recommended Action for History Program:**

- X Approved
- _____ Approved Conditionally
- _____ Not Approved
Bilingual Education and ENL (English as a New Language)

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Knowledge

1. The teacher understands the evolution, research, and current practices of bilingual and ENL education.
2. The teacher knows the key linguistic structures, articulatory system, and vocabulary of the English language.
3. The teacher understands and knows how to identify differences in bilingual programs and ENL approaches (Bilingual: dual language, maintenance, transitional, early and late exit, etc.; ENL: sheltered English, academic support, tutorial, extended day, etc.).
4. The teacher understands the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.
5. (Bilingual only) The teacher possesses the language competency and fluency in listening, speaking, reading and writing, and vocabulary in English and a second language necessary to facilitate learning in the content area(s) (Federal Requirement).
6. (ENL only) The teacher possesses the language competency and fluency in listening, speaking, reading, and writing, and vocabulary in English and/or a second language necessary to facilitate learning in the content area(s) (Federal Requirement)
7. (Bilingual only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of both English and a second language.
8. (ENL only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of the English language.
1. Program requirements outlined in the catalogue, syllabi, and student assignments including Storybook-based Observation and Analysis of Child’s Language Sample were reviewed as artifacts of Standard 1.1. Each provide evidence that teacher candidates will be able to demonstrate adequate knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students’ linguistic and cultural diversity.

**Performance**

1. The teacher demonstrates the key linguistic structures, articulatory system and vocabulary of the English language.
2. The teacher uses knowledge of content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students’ linguistic and cultural diversity.
3. The teacher demonstrates an understanding of the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.
4. (Bilingual only) The teacher designs and implements activities that promote cultural exploration, listening, speaking, reading, and writing skills in both languages.
5. (Bilingual only) The teacher uses both English and students’ new languages during instruction and facilitates students’ use of both languages in the learning process.
6. (ENL only) The teacher designs and implements activities that promote observation, listening, speaking, reading, and writing skills in English.

1.2 Program is currently without completers – no evidence of performance was available to reviewers.

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

**Knowledge**

1. The teacher understands the processes of language acquisition and development, and culture and the role these processes play in students’ educational experiences.
2. The teacher understands the advantages of bilingualism.
2.1 Program requirements outlined in the catalogue, syllabi, and student assignments including ED 436 Conversation with a Non-Native Speaker of English and Playing with Playful Literature assignments were reviewed as artifacts of Standard 2.1. Each provided evidence that teacher candidates understand the processes of language acquisition and development, and culture and the role these processes play in students’ educational experiences. The evidence further demonstrates that candidates understand the advantages of biliteracy.

**Performance**
1. The teacher plans and delivers instruction using knowledge of the impact of language and culture on human development.
2. The teacher integrates language and content instruction appropriate to the students’ stages of language acquisition.
3. The teacher facilitates students’ use of their primary language as a resource to promote academic learning.
4. The teacher uses strategies and approaches that promote biliteracy and English language acquisition.

2.2 Program is currently without completers – no evidence of performance was available to reviewers.

**Standard 3: Modifying Instruction for Individual Needs-** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

**Knowledge**
1. The teacher understands the nuances of culture in structuring academic experiences.
2. The teacher understands the distinction between issues of learning disabilities and English language development.
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<td>3.1 Knowledge Understanding of Individual Learning Needs</td>
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3.1 Program requirements outlined in the catalogue, syllabi, and student assignments including ED 439 Special Education Issues in the Assessment of CLD Students and ED 434 Building Background assignments were reviewed as artifacts of Standard 3.1. Each provided evidence that teacher candidates demonstrate an adequate understanding of the nuances of culture in structuring academic experiences as well as the distinction between issues of learning disabilities and English language development.

**Performance**
1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.
2. The teacher distinguishes between issues of learning disabilities and English language development.

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<tr>
<td>3.2 Performance Modifying Instruction for Individual Learning Needs</td>
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3.2 Program is currently without completers – no evidence of performance was available to reviewers.

**Standard 4: - Multiple Instructional Strategies -** The teacher understands and uses a variety of instructional strategies to develop student learning.

**Knowledge**
1. The teacher knows how to modify lessons, textbooks, and other instructional materials, which are culturally and linguistically appropriate to facilitate the academic growth of language learners.

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<td>4.1 Knowledge Understanding of multiple instructional strategies</td>
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4.1 Program requirements outline in the catalogue, syllabi, and student assignment including ED 436 lesson Plan Review and ED 439 RTI Strategies Paper were reviewed as artifacts of Standard 4.1. Each provided evidence that teacher candidates demonstrate an adequate understanding of instructional strategies which are culturally and linguistically appropriate to facilitate the academic growth of language learners.

**Performance**
1. The teacher selects, modifies, creates and uses varied culturally and linguistically appropriate resources related to content areas.

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<tr>
<td>4.2 Performance Application of multiple instructional strategies</td>
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4.2 Program is currently without completers – no evidence of performance was available to reviewers.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**
1. The teacher understands the impact of culture on classroom management.

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<tbody>
<tr>
<td>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</td>
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5.1 Program requirements outline in the catalogue, syllabi, and student assignment including ED 434 Strategies and Scaffolding and ED 435 Becoming and Effective Teacher in a Diverse Society were reviewed as artifacts of Standard 5.1. Each provided evidence that teacher candidates demonstrate an adequate understanding of the impact of culture on the principles of motivation and management for safe and productive student behavior.

**Performance**
1. The teacher establishes culturally appropriate climate in the classroom.
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<tr>
<td>5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments</td>
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5.2 Program is currently without completers – no evidence of performance was available to reviewers.

*Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*

**Knowledge**
1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

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<tr>
<td>6.1 Knowledge Communication Skills</td>
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6.1 Program requirements outline in the catalogue, syllabi, and student assignment including ED 436 Small Group Theme Study were reviewed as artifacts of Standard 6.1. Each provided evidence that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings.

**Performance**
1. The teacher demonstrates competence in facilitating students’ acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

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<tr>
<td>6.2 Performance Application of Communication Skills</td>
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6.2 Program is currently without completers – no evidence of performance was available to reviewers.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. The teacher understands how to incorporate students’ diverse cultural backgrounds into instructional planning.

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<tr>
<td>7.1 Knowledge Instructional Planning Skills</td>
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7.1 No evidence of syllabi or coursework provided.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge
1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
2. The teacher understands how to measure language dominance and levels of proficiency.
3. The teacher understands the relationship between levels of language proficiency and students’ academic performance.

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<td>8.1 Knowledge Assessment of Student Learning</td>
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8.1 Program requirements outline in the catalogue, syllabi, and student assignment including ED 439 Formative and Summative Assessment Paper and ED 436 SOLOM Student Observation were reviewed as artifacts of Standard 8.1. Each provided evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Performance
1. The teacher uses a combination of observation and other assessments to make decisions about pre-referral, referral, and placement for the purpose of accessing bilingual/ENL programs.
2. The teacher selects and administers assessments suited to the students’ culture, literacy and communication skills.
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<tr>
<td>8.2 Performance</td>
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<tr>
<td>Using and Interpreting Program and Student Assessment Strategies</td>
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8.2 Program is currently without completers – no evidence of performance was available to reviewers.

**Standard 10: Partnerships -** The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Knowledge**
1. The teacher understands the importance of family involvement in students’ language acquisition in both the school and community.

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<tr>
<td>10.1 Knowledge Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</td>
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10.1 Program requirements outline in the catalogue, syllabi, and student assignment including ED 436 Interview with an ESL Teacher and RE301 Parent Newsletter were reviewed as artifacts of Standard 10.1. Each provided evidence that teacher candidates demonstrate teacher candidates’ understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Performance**
1. The teacher creates linkages with families and the community that promote language acquisition.
2. The teacher assists other educators and students in understanding the importance of culture and respect for culturally and linguistically diverse students and families.
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<tr>
<td>10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</td>
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10.2 Program is currently without completers – no evidence of performance was available to reviewers.

Recommended Action on Bilingual Education and ENL Program:

- Approved
- Approved Conditionally
- Not Approved

Areas for Improvement:

For Focused Review, it will be necessary for program to be aligned to most current ENL standards as found on State Department of Education website.
Gifted and Talented Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

*Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.*

**Knowledge**
1. The teacher understands the rationale, history, philosophies, and definitions of gifted and talented education.
2. The teacher understands the unique characteristics and needs of the gifted and talented student from early childhood through adulthood.
3. The teacher knows the common misconceptions, myths, and stereotypes about gifted and talented students.
4. The teacher knows the common controversial issues in gifted and talented education.
5. The teacher understands the Idaho State Gifted and Talented Mandate (Code 33-2003) and the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
6. The teacher understands the components of a district plan for gifted and talented students, including philosophy, definitions, goals, program options, identification procedures, and evaluation, and how to develop a district plan for gifted and talented students.
7. The teacher understands effective administration and evaluation of gifted and talented programs.
1.1 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that candidates demonstrate adequate knowledge of the components of gifted and talented education, including student characteristics, philosophy, definitions, goals, program options, identification procedures, and evaluation.

**Performance**
1. The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.
2. The teacher uses the district’s plan for gifted and talented students to optimize educational opportunities for students.
3. The teacher demonstrates the ability to effectively administer and evaluate gifted and talented programs.

1.2 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate ability to implement the components of gifted and talented education.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Knowledge**
1. The teacher understands the social and emotional issues of gifted and talented students (e.g., perfectionism, underachievement, risk taking, and asynchronous development).
2. The teacher understands the theories related to the highly sensitive nature of the gifted and talented student.
3. The teacher understands the moral and ethical challenges of the gifted and talented student.
4. The teacher understands the need for appropriate social and emotional counseling of gifted and talented students.
2.1 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate understanding of social and emotional issues and challenges of gifted and talented students.

**Performance**
1. The teacher identifies, evaluates, develops, and implements strategies to address the social and emotional needs of the gifted and talented student.
2. The teacher identifies and evaluates resources to address the social and emotional development of the gifted and talented student.

2.2 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate ability to identify, evaluate, develop, and implement strategies to address the social and emotional needs of the gifted and talented student.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs and experiences.

**Knowledge**
1. The teacher understands the exceptional needs of gifted and talented students from diverse populations (e.g., limited-English students, students with disabilities, very young children, and students from a particular culture).
3.1 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate understanding of the exceptional needs of gifted and talented students and how to pace delivery of curriculum and instruction consistent with their needs.

**Performance**
1. The teacher identifies and provides appropriate activities for the exceptional needs of gifted and talented students from diverse populations.

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<td>3.2 Performance</td>
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<td>Modifying Instruction for Individual Learning Needs</td>
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3.2 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate ability to identify and provide appropriate activities and instructional pace for the exceptional needs of gifted and talented students.

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.**

**Knowledge**
1. The teacher understands the characteristics of highly creative and highly intellectual students.
2. The teacher understands the definitions and theories of intelligence and creativity.

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<th>Element</th>
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<tbody>
<tr>
<td>4.1 Knowledge</td>
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<tr>
<td>Understanding of multiple instructional strategies</td>
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</table>

4.1 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate understanding of instructional strategies appropriate for the gifted and talented student.

**Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.**
Knowledge
1. The teacher understands a variety of curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).
2. The teacher understands instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).
3. The teacher understands curriculum design that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.
4. The teacher understands how to develop curriculum in the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
5. The teacher understands the array of program options and services available to gifted and talented students.

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<tbody>
<tr>
<td>7.1 Knowledge Instructional Planning Skills</td>
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</table>

7.1 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate understanding of curriculum design and how to apply differentiated instruction appropriate for gifted and talented students.

Performance
1. The teacher implements a variety of gifted and talented curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).
2. The teacher implements instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).
3. The teacher designs curriculum that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.
4. The teacher develops curriculum for the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
5. The teacher identifies and implements extension and acceleration options for gifted and talented students.
6. The teacher matches student needs with appropriate program options and services.

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<tbody>
<tr>
<td>7.2 Performance Instructional Planning</td>
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</table>

7.2 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate ability to select and
adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

**Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.**

**Knowledge**
1. The teacher understands the different types of formal and alternate assessment tools for the identification of gifted and talented students with diverse and exceptional needs (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).
2. The teacher understands the different types of informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

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<tbody>
<tr>
<td>8.1 Knowledge Assessment of Student Learning</td>
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</table>

8.1 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate understanding of the different types of assessment tools to identify gifted and talented students, to inform instruction, and to evaluate student performance.

**Performance**
1. The teacher implements different types of formal and alternate assessment tools for the identification of gifted and talented students (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).
2. The teacher implements informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

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<tbody>
<tr>
<td>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</td>
<td></td>
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</tbody>
</table>
8.2 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates demonstrate an adequate ability to develop and implement different types of assessment tools to identify gifted and talented students, to inform instruction, and to evaluate student performance.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Knowledge
1. The teacher understands how to assist other teachers in adapting curriculum to meet the needs of the gifted and talented student.

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<tbody>
<tr>
<td>10.1 Knowledge Interacting with Colleagues, Parents, and Community in Partnerships</td>
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</table>

10.1 Review of program requirements per college catalog, course syllabi and candidate work samples shows evidence that teacher candidates have an adequate understanding how to collaborate with gifted and talented students, their families, general and special education teachers, and other school staff.

Performance
1. The teacher collaborates with colleagues in adapting curriculum to meet the needs of the gifted and talented student.
2. The teacher educates parents, other family members, and teachers about the social and emotional needs and development of gifted and talented students.

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</thead>
<tbody>
<tr>
<td>10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</td>
<td></td>
<td>X</td>
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</tbody>
</table>
10.2 Review of program requirements per college catalog, course syllabi and candidate work samples shows sufficient evidence was not provided to verify that teacher candidates demonstrate the ability to collaborate with colleagues in adapting curriculum to meet the needs of the gifted and talented student.

Recommended Action on Gifted and Talented Education Program:

____ X Approved

____ Approved Conditionally

____ Not Approved
NCATE/PSC Accreditation Interview Participants

LCSC Employees
Mary Flores
Heather Henson-Ramsey
Chris Riggs
Tony Fernandez
Lori Stinson
Sue Niewenhous

Education Division
Lee Ann Wiggin
Danielle Dice
Janet Wetmore
Dick Shedd
Melinda Butler
Shauna Castellaw
Dawn Byers
Lori Ruddell
Gary Mayton
Michelle Doty

Clay Robinson
Cliff Matousek
Roddran Grimes
Amy Page
Carol Nelson
Heather Van Mullem
Jessica Savage
Christa Davis
Linda Coursey

OSTE’s, School Administrators, Graduates
Carolyn Conder
Lance Hansen
Levi Kilian
Robert Donaldson
Beth Atkinson
Dale Bonfield
Shari Lyons
Rene Combs
Amanda Gallegos
Kayla Dau
Emily Lerandca
e
Bryce Kammers
Rebeca Parrill
Samuel Maynes
Brenda Hardin
Nancy Scher
Tim Sperber
Jill Schmidt
Beth McKarcher

Kristy Brinkerhoff
David Aiken
Dan LejaMeyer
Karla Carper
Greg Kramaaz
Teri Wagner
Cole Robinson
Terri Benson
Sandee Rodgers
Eric Price
Amy Kronemann
Kristy Groff
Sarah Berna
Lisa Fenter
LuAnn Nedrow
Bill Hayne
Jeana Thomas
D'Lisa Pinkham
Matt McCarly
NSCAT Team
Anne Ryan
Rex Morrow
Pat Johnson
Jodi Kupper
Jeff Priest

State Team
Stacey Jenson
Amy Cox
Ken Cox
Rick Jordan
Jayne Heath-Wilmarth

Wendy Ruchti
Joe Kelly
Deb Hedeen
Christina Linder
Katie Rhodenbaugh
SUBJECT
University of Idaho; Proposed Online Teaching Endorsement and English as a New Language Endorsement Programs.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION
Online Teaching Endorsement
The field of online teaching and learning is showing an annual dramatic increase giving need for teachers having hands-on experience in the online environment as both student and teacher. The State of Idaho, recognizing this demand and desiring to assure qualified teachers in online programs, has implemented an Online Teaching Endorsement to support teacher certification in the content areas. This endorsement includes both coursework and internship in the online environment, identifying ten widely accepted state standards that must be met.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Online Teaching Endorsement program proposed by U of I. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Online Teachers would be met and/or surpassed through the proposed program.

During its May 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Online Teaching Endorsement program offered through U of I. With the conditionally approved status, U of I may admit candidates to the Online Teaching Endorsement program, and will undergo full approval once there are program completers.

English as a New Language Endorsement
The demand for English as a New Language (ENL) teachers has continued to increase in Idaho. In order to help meet the current demand, U of I has submitted a proposal to offer an ENL endorsement program.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the ENL Endorsement program proposed by U of I. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for ENL Teachers would be met and/or surpassed through the proposed program.

During its May 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Online Teaching Endorsement
program offered through U of I. With the conditionally approved status, U of I may admit candidates to the Online Teaching Endorsement program, and will undergo full approval once there are program completers.

IMPACT
In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, U of I must have all new programs reviewed for State approval.

ATTACHMENTS
Attachment 1 – U of I OT Endorsement Packet Page 3
Attachment 2 – U of I ENL Endorsement Packet Page 63

STAFF COMMENTS AND RECOMMENDATIONS
This section will be completed by Board staff.

BOARD ACTION
I move to accept the Professional Standards Commission recommendation to conditionally approve the Online Teaching Endorsement program offered through the University of Idaho.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to accept the Professional Standards Commission recommendation to conditionally approve the English as a New Language Endorsement program offered through the University of Idaho.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
Proposed K-12 Online Teaching Endorsement Program of Study

University of Idaho
Department of Curriculum and Instruction

Submitted by:
Corinne Mantle-Bromley
Dean, College of Education

The Department of Curriculum and Instruction at the University of Idaho seeks approval to implement an Online Teaching Endorsement (OTE) program of study. As a major preparer of Idaho teachers, the University of Idaho can greatly increase the online teaching competency of Idaho’s teacher workforce by implementing this program of study as an initial endorsement area for teacher education students or as an add-on endorsement area to practicing teachers.

This program of study would consist of three (3) existing undergraduate courses and four (4) new graduate level courses targeted at senior-level teacher education students and practicing teachers. The twelve (12) Masters-level credits associated with this endorsement could be applied to a Master’s degree.

Required courses would include the following:

CTE 104: Input Technologies for the 21st Century (3 Credits)
Skill development in microcomputer applications and input technologies. Course content is reflective of current trends in Business Education programs. Skills include but are not limited to document preparation, intermediate to advanced keyboarding, voice recognition, exposure to emerging technologies as well as review of foundational skills. Recommended Preparation: Minimum typing speed of 25 wpm.

CTE 111: Computer Skills (3 Credits)
Fundamentals of computing; modules on telecommunications, hardware and software components, basic computing applications, and current computing trends.

**EDCI 410: Technology, Teaching and Learning (2 Credits)**
Specific methods, research, and strategies providing proficiency in relevant technology skills and practices to enhance classroom management and instruction.

**EDCI 5X1: Theoretical Foundations of Online Learning (3 Credits)**
This course provides an overview of theoretical issues surrounding online learning, including considerations of new technologies, socio-cultural diversity, learning theories, pedagogical approaches, and emerging trends.

**EDCI 5X2: Online Course Design (3 Credits)**
This course teaches students the course design process and provides them with opportunities to design, develop, and evaluate online course modules.

**EDCI 5X3: Open Education (3 Credits)**
This course addresses ethical, legal, and behavioral issues related to online learning, including social participation, copyright, internet safety, and etiquette and provides students with opportunities to apply their knowledge to practice.

**EDCI 595: Practicum in Online Learning (3 Credits)**
This practicum is taught in conjunction with Idaho Distance Learning Academy (IDLA) and provides students with opportunities to teach and assess K12 students in an authentic online setting.

Through these courses, students will build and demonstrate necessary knowledge, dispositions, and skills as aligned with the Idaho Standards for Online Teachers. A detailed alignment map of course artifacts and performance assessments to online teaching standards is provided in the Framework for Teaching table.
## Framework for Teaching Table

<table>
<thead>
<tr>
<th>Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Idaho Content Area Standards</th>
<th>Coursework and/or Equivalent Experience</th>
<th>Artifacts &amp; Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disposition #1</strong>: The online teacher realizes that online education is not a fixed body of knowledge but is complex and ever evolving.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: Online teaching statement, Phase 1</td>
</tr>
<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Online teaching statement, Phase 2</td>
</tr>
<tr>
<td><strong>Disposition #2</strong>: The online teacher has enthusiasm for online education and the potential to positively impact student learning.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: Online teaching statement, Phase 1</td>
</tr>
<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Online teaching statement, Phase 2</td>
</tr>
<tr>
<td><strong>Knowledge #1</strong>: The online teacher understands the current standards for best practices in online teaching and learning.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Reading and reflection: Best practices for online teaching</td>
</tr>
<tr>
<td></td>
<td>Online Course Design</td>
<td>Reading and reflection: Emerging standards</td>
</tr>
<tr>
<td><strong>Knowledge #2</strong>: The online teacher understands the role of online teaching in preparing students for the global community</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Reading and reflection: Best practices for course design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and reflection: History of online learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and reflection: Technology, society, and education</td>
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</table>
of the future.

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<thead>
<tr>
<th>Knowledge #3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.</th>
<th>Open Education</th>
<th>Reading and reflection: Emerging standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Foundations of Online Learning</td>
<td>Reading and reflection: Connectivism</td>
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<tr>
<td>Online Course Design</td>
<td>Reading and reflection: Theories of online learning</td>
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<td>Reading and reflection: History of online learning</td>
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<td>Reading and reflection: Technology, society, and education</td>
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<td>Reading and reflection: Constructivism, constructionism, and online learning</td>
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<td>Reading and reflection: Methods of online assessment</td>
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<td>Reading and reflection: The great media debate</td>
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<td></td>
<td>Performance task: Online debate</td>
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<tr>
<td>Knowledge #4: The online teacher understands the relationship between online education and other subject areas and real life situations.</td>
<td>Open Education</td>
<td>Reading and reflection: Connectivism</td>
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<tr>
<td>Theoretical Foundations of Online Learning</td>
<td>Reading and reflection: History of online learning</td>
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<td>Reading and reflection: Technology, society, and education</td>
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<td>Reading and reflection: Personal learning networks</td>
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<tr>
<td>Knowledge #5: The online teacher understands the relationship between online teaching and advancing technologies.</td>
<td>Open Education</td>
<td>Reading and reflection: Connectivism</td>
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<tr>
<td>Theoretical Foundations of Online Learning</td>
<td>Reading and reflection: History of online learning</td>
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<tr>
<td></td>
<td>Reading and reflection: Technology, society, and education</td>
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<td></td>
<td>Reading and reflection: Constructivism, constructionism, and online learning</td>
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<td>Reading and reflection: Personal learning networks</td>
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<td></td>
<td>Reading and reflection: Personal learning environments</td>
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<tr>
<td>Knowledge #6: The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Reading and reflection: Best practices for online teaching</td>
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<tr>
<td>Online Course Design</td>
<td>Reading and reflection: Best practices for course design</td>
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<td></td>
<td>Reading and reflection: Methods of online assessment</td>
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<td></td>
<td>Reading and reflection: The great media debate</td>
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</table>

<table>
<thead>
<tr>
<th>Knowledge #7: The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).</th>
<th>Theoretical Foundations of Online Learning</th>
<th>Reading and reflection: Best practices for online teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Course Design</td>
<td>Reading and reflection: Best practices for course design</td>
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<tr>
<td></td>
<td>Reading and reflection: Models of blended learning</td>
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<thead>
<tr>
<th>Performance #1: The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.</th>
<th>Online Course Design</th>
<th>Performance task: Course module evaluation</th>
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</thead>
<tbody>
<tr>
<td>Open Education</td>
<td>Performance task: Open educational resource evaluation</td>
<td></td>
</tr>
<tr>
<td>Practicum in Online Learning</td>
<td>Performance task: Module delivery reflection</td>
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<tr>
<th>Performance #2: The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).</th>
<th>Online Course Design</th>
<th>Performance task: Course module development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Education</td>
<td>Performance task: Discussion leadership and reflection</td>
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<tr>
<td>Practicum in Online Learning</td>
<td>Performance task: Open educational resource development</td>
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<tr>
<th>Performance #3: The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).</th>
<th>Online Course Design</th>
<th>Performance task: Course module development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Education</td>
<td>Performance task: Discussion leadership and reflection</td>
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<tr>
<td></td>
<td>Performance task: Open educational resource development</td>
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<tr>
<td>Performance #4: The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: Motivational blended lesson plan transformation</td>
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<td></td>
<td>Open Education</td>
<td>Performance task: Create your own OER library</td>
</tr>
<tr>
<td>Performance #5: The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.</td>
<td>Open Education</td>
<td>Performance task: Discussion leadership and reflection</td>
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<tr>
<td></td>
<td></td>
<td>Performance task: Open educational resource evaluation</td>
</tr>
<tr>
<td>Performance #6: The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: Online teaching statement, Phase 1</td>
</tr>
<tr>
<td></td>
<td>Open Education</td>
<td>Performance task: Create your own OER library</td>
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<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Module delivery</td>
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</table>

**Standard #2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

<table>
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<tr>
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<th>Coursework and/or Equivalent Experience</th>
<th>Artifacts &amp; Performance Assessments</th>
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</thead>
<tbody>
<tr>
<td>Performance #1: The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).</td>
<td>Online Course Design</td>
<td>Performance task: Course module design</td>
</tr>
<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Module delivery</td>
</tr>
<tr>
<td>Performance #2: The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).</td>
<td>Online Course Design</td>
<td>Performance task: Course module development</td>
</tr>
<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Module delivery</td>
</tr>
<tr>
<td>Performance #3: The online teacher</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Reading: Overview of motivational theories</td>
</tr>
<tr>
<td>Performance #4: The online teacher constructs learning experiences that take into account students’ physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: UDL blended lesson plan transformation</td>
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<tr>
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<td>Performance task: Open educational resource evaluation</td>
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<td>Practicum in Online Learning</td>
<td>Performance task: Module delivery reflection</td>
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</table>

**Standard #7: Instructional Planning Skills** - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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</thead>
<tbody>
<tr>
<td>Performance #1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: Motivational blended lesson plan transformation</td>
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<td></td>
<td></td>
<td>Performance task: UDL blended lesson plan transformation</td>
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<td></td>
<td>Online Course Design</td>
<td>Performance task: Course module design</td>
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<td>Performance task: Course module introductory video</td>
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<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Module delivery</td>
</tr>
<tr>
<td>Performance #2: The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: Motivational blended lesson plan transformation</td>
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<td>Performance task: UDL blended lesson plan transformation</td>
</tr>
<tr>
<td></td>
<td>Online Course Design</td>
<td>Performance task: Course module introductory video</td>
</tr>
<tr>
<td></td>
<td>Open Education</td>
<td>Performance task: Create your own OER library</td>
</tr>
<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Mentor support and reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance #3: The online teacher designs and develops subject-specific online content.</th>
<th>Theoretical Foundations of Online Learning</th>
<th>Performance task: Motivational blended lesson plan transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Performance task: UDL blended lesson plan transformation</td>
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<tr>
<td></td>
<td>Online Course Design</td>
<td>Performance task: Course module design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance task: Course module development</td>
</tr>
<tr>
<td></td>
<td>Open Education</td>
<td>Performance task: Create your own OER library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance task: Open educational resource development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance #4: The online teacher uses multiple forms of media to design course content.</th>
<th>Theoretical Foundations of Online Learning</th>
<th>Performance task: Motivational blended lesson plan transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Performance task: UDL blended lesson plan transformation</td>
</tr>
<tr>
<td></td>
<td>Online Course Design</td>
<td>Performance task: Course module design</td>
</tr>
<tr>
<td></td>
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<td>Performance task: Course module introductory video</td>
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<tr>
<td></td>
<td>Open Education</td>
<td>Performance task: Create your own OER library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance #5: The online teacher designs course content to facilitate interaction and discussion.</th>
<th>Online Course Design</th>
<th>Performance task: Course module design</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Open Education</td>
<td>Performance task: Discussion leadership and reflection</td>
</tr>
</tbody>
</table>

| Performance #6: The online teacher designs | Online Course Design | Performance task: Course module design |
course content that complies with intellectual property rights and fair use standards.

<table>
<thead>
<tr>
<th>Framework for Teaching Domain #2: The Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Correlated to Idaho Core Teacher Standard 5)</td>
</tr>
</tbody>
</table>

**Standard #5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

<table>
<thead>
<tr>
<th>Idaho Content Area Standards</th>
<th>Coursework and/or Equivalent Experience</th>
<th>Artifacts &amp; Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance #1</strong>: The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).</td>
<td>Open Education</td>
<td>Performance task: Discussion leadership and reflection</td>
</tr>
<tr>
<td><strong>Performance #2</strong>: The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).</td>
<td>Practicum in Online Learning</td>
<td>Performance task: Mentor support and reflection</td>
</tr>
<tr>
<td><strong>Performance #3</strong>: The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).</td>
<td>Open Education</td>
<td>Performance task: Discussion leadership and reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Framework for Teaching Domain #3: Instruction and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)</td>
</tr>
</tbody>
</table>

**Standard #3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

<table>
<thead>
<tr>
<th>Idaho Content Area Standards</th>
<th>Coursework and/or Equivalent Experience</th>
<th>Artifacts &amp; Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disposition #1</strong>: The online teacher is familiar</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Reading and reflection: UDL and AIMS</td>
</tr>
</tbody>
</table>
with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

| Performance #1: The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible. | Open Education | Performance task: UDL blended lesson plan transformation |
| Performance #2: The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers). | Theoretical Foundations of Online Learning | Performance task: UDL blended lesson plan transformation |
| Performance #3: The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors). | Open Education | Performance task: Discussion leadership and reflection |

**Standard #6: Communication Skills, Networking, and Community Building** - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

| Theoretical Foundations of Online Learning | Performance task: Online teaching statement, Phase 1 |

| Open Education | Performance task: Open educational resource evaluation |
| Practicum in Online Learning | Performance task: Online teaching statement, Phase 2 |
| Practicum in Online Learning | Performance task: Module delivery |
| Open Education | Performance task: Module delivery |

<table>
<thead>
<tr>
<th>Idaho Content Area Standards</th>
<th>Coursework and/or Equivalent Experience</th>
<th>Artifacts &amp; Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Foundations of Online Learning</td>
<td>Reading and reflection: UDL and AIMS</td>
<td>Performance task: Online teaching statement, Phase 1</td>
</tr>
<tr>
<td>Disposition #1: The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Course Design</td>
<td>Reading and reflection: Best practices for course design</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Reading and reflection: Models of blended learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum in Online Learning</td>
<td>Performance task: Online teaching statement, Phase 2</td>
<td></td>
</tr>
</tbody>
</table>

**Performance #1:** The online teacher is a thoughtful and responsive communicator.

<table>
<thead>
<tr>
<th>Open Education</th>
<th>Performance task: Discussion leadership and reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Online Learning</td>
<td>Performance task: Online debate</td>
</tr>
<tr>
<td>Performance task: Module delivery</td>
<td></td>
</tr>
</tbody>
</table>

**Performance #2:** The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

<table>
<thead>
<tr>
<th>Open Education</th>
<th>Performance task: Discussion leadership and reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Online Learning</td>
<td>Performance task: Online debate</td>
</tr>
<tr>
<td>Performance task: Module delivery</td>
<td></td>
</tr>
</tbody>
</table>

**Performance #3:** The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

<table>
<thead>
<tr>
<th>Online Course Design</th>
<th>Performance task: Course module introductory video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Education</td>
<td>Performance task: Discussion leadership and reflection</td>
</tr>
<tr>
<td>Practicum in Online Learning</td>
<td>Performance task: Online debate</td>
</tr>
<tr>
<td>Performance task: Module delivery</td>
<td></td>
</tr>
</tbody>
</table>

**Performance #4:** The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

<table>
<thead>
<tr>
<th>Open Education</th>
<th>Performance task: Discussion leadership and reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Online Learning</td>
<td>Performance task: Online debate</td>
</tr>
<tr>
<td>Performance task: Module delivery</td>
<td></td>
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</tbody>
</table>

**Standard #8: Assessment of Student Learning** - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
<table>
<thead>
<tr>
<th>Idaho Content Area Standards</th>
<th>Coursework and/or Equivalent Experience</th>
<th>Artifacts &amp; Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance #1:</strong> The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: UDL blended lesson plan transformation</td>
</tr>
<tr>
<td></td>
<td>Online Course Design</td>
<td>Performance task: Course module development</td>
</tr>
<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Mentor support and reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance Task: Student Formal Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance Task: Student Informal Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance task: Module delivery</td>
</tr>
<tr>
<td><strong>Performance #2:</strong> The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.</td>
<td>Online Course Design</td>
<td>Performance task: Course module development</td>
</tr>
<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Mentor support and reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance Task: Student Formal Assessment</td>
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<tr>
<td></td>
<td></td>
<td>Performance Task: Student Informal Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance task: Module delivery reflection</td>
</tr>
</tbody>
</table>

**Framework for Teaching Domain #4: Professional Responsibilities**
*(Correlated to Idaho Core Teacher Standards 9 and 10)*

**Standard #4: Multiple Instructional Strategies** - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

<table>
<thead>
<tr>
<th>Idaho Content Area Standards</th>
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<th>Artifacts &amp; Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disposition #1:</strong> The online teacher promotes student autonomy, independence and responsibility for lesson mastery.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: Online teaching statement, Phase 1</td>
</tr>
<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Online teaching statement, Phase 2</td>
</tr>
<tr>
<td><strong>Disposition #2:</strong> The online teacher promotes, supports, and models creative and innovative thinking, and inventiveness.</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: Motivational blended lesson plan transformation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance task: Online teaching statement, Phase 1</td>
</tr>
<tr>
<td>Disposition #3: The online teacher promotes student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes.</td>
<td>Practicum in Online Learning</td>
<td>Performance task: Online teaching statement, Phase 2</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Online Course Design</td>
<td>Performance task: Course module design</td>
</tr>
<tr>
<td></td>
<td>Open Education</td>
<td>Performance task: Discussion leadership and reflection</td>
</tr>
<tr>
<td></td>
<td>Practicum in Online Learning</td>
<td>Performance task: Module delivery</td>
</tr>
<tr>
<td>Knowledge #1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Reading and reflection: Theories of online learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and reflection: Best practices for online teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and reflection: Constructivism, constructionism, and online learning</td>
</tr>
<tr>
<td></td>
<td>Online Course Design</td>
<td>Reading and reflection: Best practices for course design</td>
</tr>
<tr>
<td></td>
<td>Open Education</td>
<td>Reading and reflection: Connectivism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and reflection: Personal learning networks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and reflection: Personal learning environments</td>
</tr>
<tr>
<td>Knowledge #2: The online teacher understands appropriate uses of learning and/or content management systems for student learning.</td>
<td>Online Course Design</td>
<td>Reading and reflection: Systems of course delivery</td>
</tr>
<tr>
<td></td>
<td>Open Education</td>
<td>Reading and reflection: Open educational resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and reflection: Personal learning networks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and reflection: Personal learning environments</td>
</tr>
<tr>
<td>Performance #1: The online teacher</td>
<td>Online Course Design</td>
<td>Performance task: Course module evaluation</td>
</tr>
</tbody>
</table>
evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

<table>
<thead>
<tr>
<th>Performance #2</th>
<th>Theoretical Foundations of Online Learning</th>
<th>Performance task: Motivational blended lesson plan transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Online Learning</td>
<td>Online Course Design</td>
<td>Performance task: Course module design</td>
</tr>
<tr>
<td>Practicum in Online Learning</td>
<td>Performance task: Module delivery</td>
<td></td>
</tr>
</tbody>
</table>

**Performance #3:** The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

<table>
<thead>
<tr>
<th>Performance task: Module delivery reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance task: Motivational blended lesson plan transformation</td>
</tr>
<tr>
<td>Performance task: UDL blended lesson plan transformation</td>
</tr>
</tbody>
</table>

**Standard #9: Professional Commitment and Responsibility** - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

<table>
<thead>
<tr>
<th>Idaho Content Area Standards</th>
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<th>Artifacts &amp; Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disposition #1: The online teacher recognizes his/her professional responsibility</td>
<td>Theoretical Foundations of Online Learning</td>
<td>Performance task: Online teaching statement, Phase 1</td>
</tr>
</tbody>
</table>
to contribute to the effectiveness, vitality, and self-renewal of the teaching profession as well as to his/her online school and community.

| Knowledge #1: The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities). | Practicum in Online Learning | Performance task: Online teaching statement, Phase 2 |
| Knowledge #2: The online teacher knows how educational standards and curriculum align with 21st century skills. | Theoretical Foundations of Online Learning | Reading and reflection: Informal and lifelong learning |
| | Open Education | Reading and reflection: Personal learning networks |
| | Reading and reflection: Personal learning environments |
| Performance #1: The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP’s). | Practicum in Online Learning | Performance task: Mentor support and reflection |
| | Performance task: Module delivery reflection |
| Performance #2: The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments. | Online Course Design | Performance task: Course module evaluation |
| | Open Education | Performance task: Open educational resource development |
| Performance #3: The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills. | Theoretical Foundations of Online Learning | Performance task: Motivational blended lesson plan transformation |
| | Performance task: UDL blended lesson plan transformation |

Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

| Idaho Content Area Standards | Coursework and/or Equivalent Experience | Artifacts & Performance Assessments |
| Performance #1: The online teacher interacts | Open Education | Reading and reflection: Personal learning networks |
in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

<table>
<thead>
<tr>
<th>Practicum in Online Learning</th>
<th>Performance task: Discussion leadership and reflection</th>
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<tbody>
<tr>
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<td>Performance task: Online debate</td>
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<td></td>
<td>Performance task: Mentor support and reflection</td>
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</tbody>
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UNIVERSITY CURRICULUM COMMITTEE  
Curriculum Change Form

**Instructions**: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, ctibbals@uidaho.edu for review by the University Curriculum Committee (UCC).

**Deadline**: This form must be submitted to the Academic Publications Editor by October 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

<table>
<thead>
<tr>
<th>College:</th>
<th>College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Curriculum &amp; Instruction Department</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td></td>
</tr>
<tr>
<td>College Approval Date:</td>
<td></td>
</tr>
</tbody>
</table>

### Curriculum Information

<table>
<thead>
<tr>
<th>Degree:</th>
<th>B.S.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major:</td>
<td>Elementary or Secondary Education</td>
</tr>
<tr>
<td>Minor:</td>
<td></td>
</tr>
<tr>
<td>Academic Certificate:</td>
<td></td>
</tr>
<tr>
<td>Teaching Major/Minor:</td>
<td>Online Teaching Endorsement</td>
</tr>
</tbody>
</table>

### Curriculum:

**ONLINE TEACHING**

20-Credit Hour Online Teaching Endorsement

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 104 Input Technologies for the 21st Century</td>
<td>3</td>
<td>Existing course</td>
</tr>
<tr>
<td>CTE 111 Computer Skills</td>
<td>3</td>
<td>Existing course</td>
</tr>
<tr>
<td>EDCI 410: Technology, Teaching and Learning</td>
<td>2</td>
<td>Existing course</td>
</tr>
<tr>
<td>EDCI 5X1 Theoretical Foundations of Online Learning</td>
<td>3</td>
<td>New course</td>
</tr>
<tr>
<td>EDCI 5X2 Online Course Design</td>
<td>3</td>
<td>New course</td>
</tr>
<tr>
<td>EDCI 5X3 Open Education</td>
<td>3</td>
<td>New course</td>
</tr>
<tr>
<td>EDCI 595 Practicum in Online Learning</td>
<td>3</td>
<td>New course</td>
</tr>
</tbody>
</table>

### Rationale Information

Rationale for approval of this request; include any relevant assessment information pertinent to the proposed change in this program:

As more teaching is moved to online and hybrid settings, it is essential that the Idaho teacher workforce is prepared to effectively teach online, and as a major preparer of Idaho teachers, the University of Idaho can greatly increase the online teaching competency of Idaho’s teacher workforce by implementing this program of study as an initial endorsement area for teacher education students or as an add-on endorsement area to practicing teachers.

This program of study would consist of three (3) existing undergraduate courses and four (4) new graduate level courses targeted at senior-level teacher education students and practicing teachers. The twelve (12) Masters-level credits associated with this endorsement could be applied to a Master’s degree.

Through these courses, students will build and demonstrate necessary knowledge, dispositions, and skills as aligned with the Idaho Standards for Online Teachers, and successful completion will exemplify their ability to teach effectively in online settings.
<table>
<thead>
<tr>
<th>Date Received by UCC Secretary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCC Item Number:</td>
</tr>
<tr>
<td>UCC Approval Date:</td>
</tr>
<tr>
<td>General Curriculum Report Number:</td>
</tr>
</tbody>
</table>
### Instructions
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<tr>
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<td>Curriculum &amp; Instruction Department</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>January 21, 2014</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>January 27, 2014</td>
</tr>
</tbody>
</table>

### Course Information

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

<table>
<thead>
<tr>
<th>Course Subject Prefix:</th>
<th>EDCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>595</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Practicum in Online Learning</td>
</tr>
<tr>
<td>Short Course Title (If the course title is longer than 30 characters):</td>
<td>P R A C T I C U M  I N  O N L I N E  L E A R N I N G</td>
</tr>
<tr>
<td>Course Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This practicum is taught in conjunction with Idaho Distance Learning Academy (IDLA) and provides students with opportunities to teach and assess K12 students in an authentic online setting.</td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>EDCI 5X2: Online Course Design &amp; EDCI 5X3: Open Education; Senior-status in teacher preparation program or Graduate-status in an education-related field</td>
</tr>
<tr>
<td>Course Co-requisites:</td>
<td></td>
</tr>
</tbody>
</table>

### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

| Cross-listed Course(s): | N/A |
| Joint-listed Course(s): | N/A |
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### Cooperative Course Approval (If Applicable)
Cooperatively offered courses are open to students from an approved participating institution. These students are not required to pay the UI’s tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

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Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This will serve as a required course of the Curriculum & Instruction Department’s new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.

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EDCI 595. Practicum in Online Learning

Fall 2014 – Days TBD – Time TBD
3 Credits
Class Meeting Place: Online

Instructor: Royce Kimmons, PhD
Office Location: SUB 041B
Phone: 208-885-7537
Email: royce@uidaho.edu
Office Hours: By Appointment

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

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- email at <dss@uidaho.edu>
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College Vision

Idaho’s Leader in Lifelong Learning and Healthy Lifestyles.

We seek teaching, learning, and living that transforms, invigorates, and nurtures. We expand lasting knowledge centered in local and global communities.

College Mission

The University of Idaho’s College of Education is the state’s flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12
academic achievement, human development and wellness, global awareness, and progress in professional practice.

**Conceptual Framework**
University of Idaho educators CARE. Together we develop as scholar practitioners who value and professionally apply and advance:

- Cultural Proficiency;
- Assessment, Teaching, and Learning;
- Reflective Scholarship & Practice; and,
- Engagement in Community Building & Partnerships.

**Course Description**
This practicum is taught in conjunction with Idaho Distance Learning Academy (IDLA) and provides students with opportunities to teach and assess K12 students in an authentic online setting.

This course serves as the final course for the Curriculum & Instruction Department’s Online Teaching Endorsement. All other endorsement courses are prerequisites for this course.

**Course Goal and Expectations**

**Course Objectives**

*As taken from the Idaho Standards for Online Teachers [ISOT].*

Students will:

- Understand the central concepts, tools of inquiry, and structures in online instruction and create learning experiences that take advantage of the transformative potential in online learning environments (ISOT #1).
- Understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development (ISOT #2).
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to learners with diverse needs (ISOT #3).
- Understand and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (ISOT #4).
- Understand individual and group motivation and behavior and create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (ISOT #5).
- Use a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (ISOT #6).
- Plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals (ISOT #7).
- Understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (ISOT #8).
• Become reflective practitioners who demonstrate a commitment to professional standards and are continuously engaged in purposeful mastery of the art and science of online teaching (ISOT #9).
• Interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being (ISOT #10).

Goals of Curriculum and Instruction

• **Philosophy and Educational Organizations** – CI Masters degree graduates have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.
• **Curriculum** – CI Masters degree graduates understand that curriculum should be relevant, engaging, challenging, and integrative for the learner. They know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.
• **Instruction** – CI Masters degree graduates understand the principles of instruction know a wide variety of teaching strategies and learning theories and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.
• **Assessment and Evaluation** – CI Masters degree graduates analyze and understand the various roles of multiple types of assessments for monitoring, evaluating and responding to student learning; they understand, develop, use and critique formal, informal, and performance assessment techniques, including local, state, and national assessment systems to improve student learning.
• **Research** – CI Masters degree graduates, as critical consumers of educational research, appreciate the role of educational research for informing practice. M.Ed. graduates develop the skills to conduct classroom research. M.S. graduates, as producers of educational research, collect and analyze data, and formally share their research findings.
• **Diversity** – CI Masters degree graduates understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.
• **Subject Knowledge** – CI Masters degree students demonstrate their knowledge of the content that they teach through the admissions requirements and/or through content coursework that is included in the degree.

Required Readings and Learning Resources

This course does not have any established reading assignments, though the instructor may provide supplemental readings as necessary.

Optional Readings and Learning Resources

Given the nature of this course’s materials, available resources and understandings change and evolve rapidly. For this reason, optional reading materials and other media (e.g., videos) will be made available to students periodically.

Learning Activities and Assignments

CONSENT AGENDA  
AUGUST 14, 2014
This practicum will focus on the student practicing skills in an authentic K12 online learning context.

Performance tasks and assessments will be completed during the course of the semester. Performance tasks for this course with accompanying standards include:

- **Mentor support and reflection**
  - OTE.10.P.1: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well being.
  - OTE.5.P.2: The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
  - OTE.6.P.1: The online teacher is a thoughtful and responsive communicator.
  - OTE.7.P.2: The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
  - OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
  - OTE.8.P.2: The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.
  - OTE.9.P.1: The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP’s).

- **Student Formal Assessment**
  - OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
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- **Student Informal Assessment**
  - OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
  - OTE.8.P.2: The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

- **Module delivery**
  - OTE.1.P.2: The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
  - OTE.1.P.5: The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
• OTE.2.P.1: The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

• OTE.2.P.2: The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).

• OTE.3.P.2: The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).

• OTE.3.P.3: The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

• OTE.4.D.3: The online teacher promotes student reflection using collaborative tools to reveal and clarify students? conceptual understanding and thinking, planning, and creative processes.

• OTE.4.P.2: The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

• OTE.4.P.3: The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

• OTE.5.P.1: The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).

• OTE.5.P.3: The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

• OTE.6.P.1: The online teacher is a thoughtful and responsive communicator.

• OTE.6.P.2: The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

• OTE.6.P.3: The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

• OTE.6.P.4: The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

• OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

• OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

• Module delivery reflection

• OTE.1.P.1: The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
- OTE.2.P.3: The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
- OTE.2.P.4: The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. (Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g., Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e. Enigmatic communities, Disinhibition effect, Cognitive, Creativity)).
- OTE.4.P.1: The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).
- OTE.5.P.2: The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
- OTE.5.P.3: The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).
- OTE.8.P.2: The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.
- OTE.9.P.1: The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP’s).

Online teaching statement, Phase 2
- OTE.1.D.1: The online teacher realizes that online education is not a fixed body of knowledge but is complex and ever evolving.
- OTE.1.D.2: The online teacher has enthusiasm for online education and the potential to positively impact student learning.
- OTE.1.P.6: The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.
- OTE.3.D.1: The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.
- OTE.4.D.1: The online teacher promotes student autonomy, independence and responsibility for lesson mastery.
- OTE.4.D.2: The online teacher promotes, supports, and models creative and innovative thinking, and inventiveness.
- OTE.6.D.1: The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.
- OTE.9.D.1: The online teacher recognizes his/her professional responsibility to contribute to the effectiveness, vitality, and self-renewal of the teaching profession as well as to his/her online school and community.

Field Work
This course will not include any field work.

Grading Policy
Attendance and participation will account for 20% of the final grade.
Reading reflections and responses will account for 20% of the final grade.

Performance tasks will account for 60% of the final grade.

Final grades and all graded assignments will use the following scale:

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**Academic Integrity**

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

**Suggested Course Schedule of Activities Format**

The instructor and students will co-construct the course schedule of activities (along with due dates for major assignments and readings) on the first day of class.

**University of Idaho Classroom Learning Civility Clause**

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center’s confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

**University of Idaho (UI) Nondiscrimination Policy**
It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at http://www.webs.uidaho.edu/fsh. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

**Library Resources (On Campus Classes)**

As a UI student, you not only have access to valuable print and electronic resources from the university's library, but you also have the ability to set up a personalized reference appointment with one of the librarians. If you have assignments or research questions and aren't sure how to make the most of library resources, feel free to contact the College of Education liaison librarian with questions: Rami Attebury, 885-2503, rattebur@uidaho.edu. As always, you may also stop by the reference desk anytime Monday to Thursday 9 to 9, Friday 9 to 5, and Sunday 1-9, 208-885-6584, or visit http://www.lib.uidaho.edu for email or IM assistance.

**Library Resources (Distance Education/Centers Classes)**

As a UI student from outside of Moscow, you have access to valuable electronic and print resources from the university's library. To learn more about using library resources from a distance, visit the library's Off-Campus Access webpage at http://www.lib.uidaho.edu/offcampus/index.html. Live reference/research assistance is available Monday to Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 5 p.m., and Sunday 1 to 9 p.m. Just call 208-885-6584, email libref@uidaho.edu, text 208-856-0814, or IM from http://www.lib.uidaho.edu. In addition, please feel free to contact the College of Education liaison librarian, Rami Attebury, directly at 208-885-2503 or rattebur@uidaho.edu.
**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, ctibbals@uidaho.edu for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Academic Publications Editor by October 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

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<tbody>
<tr>
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<td>Curriculum &amp; Instruction Department</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>January 21, 2014</td>
</tr>
<tr>
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<td>January 27, 2014</td>
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### Course Information

**Note:** Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn’t available.

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<tr>
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Short Course Title (If the course title is longer than 30 characters):

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THEOR. FOUND. ONLINE LEARNING
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<tr>
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EDCI 5X1. Theoretical Foundations of Online Learning

Fall 2014 – Days TBD – Time TBD
3 Credits
Class Meeting Place: Online
Instructor: Royce Kimmons, PhD
Office Location: SUB 041B
Phone: 208-885-7537
Email: royce@uidaho.edu
Office Hours: By Appointment

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- 885-6307
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We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

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- Become reflective practitioners who demonstrate a commitment to professional standards and are continuously engaged in purposeful mastery of the art and science of online teaching (ISOT #9).

Goals of Curriculum and Instruction
• **Philosophy and Educational Organizations** – CI Masters degree graduates have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.

• **Curriculum** – CI Masters degree graduates understand that curriculum should be relevant, engaging, challenging, and integrative for the learner. They know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.

• **Instruction** – CI Masters degree graduates understand the principles of instruction know a wide variety of teaching strategies and learning theories and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.

• **Assessment and Evaluation** – CI Masters degree graduates analyze and understand the various roles of multiple types of assessments for monitoring, evaluating and responding to student learning; they understand, develop, use and critique formal, informal, and performance assessment techniques, including local, state, and national assessment systems to improve student learning.

• **Research** – CI Masters degree graduates, as critical consumers of educational research, appreciate the role of educational research for informing practice. M.Ed. graduates develop the skills to conduct classroom research. M.S. graduates, as producers of educational research, collect and analyze data, and formally share their research findings.

• **Diversity** – CI Masters degree graduates understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.

• **Subject Knowledge** – CI Masters degree students demonstrate their knowledge of the content that they teach through the admissions requirements and/or through content coursework that is included in the degree.

**Required Readings and Learning Resources**

This course espouses the values of open education and utilizes open educational resources to achieve its objectives. As such, all necessary reading materials will be provided to students at no cost.

Students will complete reading assignments on the following topics (addressing the listed standards):

• Theories of online learning
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  - OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

• Emerging standards
  - OTE.1.K.1: The online teacher understands the current standards for best practices in online teaching and learning.
  - OTE.1.K.2: The online teacher understands the role of online teaching in preparing students for the global community of the future.
  - OTE.9.K.2: The online teacher knows how educational standards and curriculum align with 21st century skills.
Informal and lifelong learning
  - OTE.9.K.1: The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).

UDL and AIMS
  - OTE.3.D.1: The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.
  - OTE.3.P.1: The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

Motivational theories
  - OTE.2.P.3: The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

Constructivism, constructionism, and online learning
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  - OTE.1.K.5: The online teacher understands the relationship between online teaching and advancing technologies.
  - OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

Technology, society, and education
  - OTE.1.K.2: The online teacher understands the role of online teaching in preparing students for the global community of the future.
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  - OTE.1.K.4: The online teacher understands the relationship between online education and other subject areas and real-life situations.
  - OTE.1.K.5: The online teacher understands the relationship between online teaching and advancing technologies.

Best practices for online teaching
  - OTE.1.K.1: The online teacher understands the current standards for best practices in online teaching and learning.
  - OTE.1.K.6: The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
  - OTE.1.K.7: The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).
  - OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
  - OTE.6.D.1: The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.
  - OTE.9.K.2: The online teacher knows how educational standards and curriculum align with 21st century skills.

History of online learning
o OTE.1.K.2: The online teacher understands the role of online teaching in preparing students for the global community of the future.

o OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.

o OTE.1.K.4: The online teacher understands the relationship between online education and other subject areas and real life situations.

o OTE.1.K.5: The online teacher understands the relationship between online teaching and advancing technologies.

Optional Readings and Learning Resources

Given the nature of this course’s materials, available resources and understandings change and evolve rapidly. For this reason, optional reading materials and other media (e.g., videos) will be made available to students periodically.

Learning Activities and Assignments

Students will attend synchronous online class sessions and group meetings (e.g., working groups and discussion groups). Attendance will be taken for these meetings and will count toward the final attendance and participation grade.

Students will reflect on their reading assignments in blogs and via other asynchronous media and will respond to one another. These reflections and responses will be graded for completeness.

Performance tasks will be completed during the course of the semester and may require individual completion or team completion. Performance tasks for this course with accompanying standards include:

- Motivational analysis
  o OTE.2.P.3: The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

- Motivational blended lesson plan transformation
  o OTE.1.P.4: The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).
  o OTE.2.P.3: The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
  o OTE.4.D.2: The online teacher promotes, supports, and models creative and innovative thinking, and inventiveness.
  o OTE.4.P.2: The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)
  o OTE.4.P.3: The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).
  o OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
- OTE.7.P.2: The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
- OTE.7.P.3: The online teacher designs and develops subject-specific online content.
- OTE.7.P.4: The online teacher uses multiple forms of media to design course content.
- OTE.9.P.3: The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

- **UDL blended lesson plan transformation**
  - OTE.2.P.4: The online teacher constructs learning experiences that take into account students’ physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. (Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g., Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)).
  - OTE.3.P.1: The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
  - OTE.3.P.2: The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
  - OTE.4.P.3: The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).
  - OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
  - OTE.7.P.2: The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
  - OTE.7.P.3: The online teacher designs and develops subject-specific online content.
  - OTE.7.P.4: The online teacher uses multiple forms of media to design course content.
  - OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
  - OTE.9.P.3: The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

- **Online teaching statement, Phase 1**
  - OTE.2.P.4: The online teacher constructs learning experiences that take into account students’ physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. (Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g., Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)).
OTE.3.P.1: The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

OTE.3.P.2: The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).

OTE.4.P.3: The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

OTE.7.P.2: The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.

OTE.7.P.3: The online teacher designs and develops subject-specific online content.

OTE.7.P.4: The online teacher uses multiple forms of media to design course content.

OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

OTE.9.P.3: The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

Field Work

This course will not include any field work.

Grading Policy

Attendance and participation will account for 20% of the final grade.

Reading reflections and responses will account for 20% of the final grade.

Performance tasks will account for 60% of the final grade.

Final grades and all graded assignments will use the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
</tr>
</tbody>
</table>
Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

Suggested Course Schedule of Activities Format

The instructor and students will co-construct the course schedule of activities (along with due dates for major assignments and readings) on the first day of class.

University of Idaho Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center’s confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

University of Idaho (UI) Nondiscrimination Policy

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at http://www.webs.uidaho.edu/fsf. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900);

**Library Resources (On Campus Classes)**

As a UI student, you not only have access to valuable print and electronic resources from the university's library, but you also have the ability to set up a personalized reference appointment with one of the librarians. If you have assignments or research questions and aren’t sure how to make the most of library resources, feel free to contact the College of Education liaison librarian with questions: Rami Attebury, 885-2503, rattebur@uidaho.edu. As always, you may also stop by the reference desk anytime Monday to Thursday 9 to 9, Friday 9 to 5, and Sunday 1-9, 208-885-6584, or visit http://www.lib.uidaho.edu for email or IM assistance.

**Library Resources (Distance Education/Centers Classes)**

As a UI student from outside of Moscow, you have access to valuable electronic and print resources from the university's library. To learn more about using library resources from a distance, visit the library’s Off-Campus Access webpage at http://www.lib.uidaho.edu/offcampus/index.html. Live reference/research assistance is available Monday to Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 5 p.m., and Sunday 1 to 9 p.m. Just call 208-885-6584, email libref@uidaho.edu, text 208-856-0814, or IM from http://www.lib.uidaho.edu. In addition, please feel free to contact the College of Education liaison librarian, Rami Attebury, directly at 208-885-2503 or rattebur@uidaho.edu.
**Instructions**: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, ctibbals@uidaho.edu for review by the University Curriculum Committee (UCC).

**Deadline**: This form must be submitted to the Academic Publications Editor by October 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

<table>
<thead>
<tr>
<th>College:</th>
<th>College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Curriculum &amp; Instruction Department</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>January 21, 2014</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>January 27, 2014</td>
</tr>
</tbody>
</table>

### Course Information

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn’t available.

<table>
<thead>
<tr>
<th>Course Subject Prefix:</th>
<th>EDCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>5X2</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Online Course Design</td>
</tr>
<tr>
<td>Short Course Title (If the course title is longer than 30 characters):</td>
<td>O N L I N E C O U R S E D E S I G N</td>
</tr>
<tr>
<td>Course Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course teaches students the course design process and provides them with opportunities to design, develop, and evaluate online course modules.</td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>EDCI 5X1: Theoretical Foundations of Online Learning; Senior-status in teacher preparation program or Graduate-status in an education-related field</td>
</tr>
<tr>
<td>Course Co-requisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

### Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. Joint-listed courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

| Add, Drop, or Change of Status: | N/A |
| Cross-Listed Course(s): | N/A |
| Joint-Listed Course(s): | N/A |
| Date the affected Units approved of this change: | N/A |
Cooperatively offered courses are open to students from an approved participating institution. These students are not required to pay the UI’s tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

<table>
<thead>
<tr>
<th>Add, Drop, or Change of Status:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Institution:</td>
<td>N/A</td>
</tr>
<tr>
<td>Rationale for request:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Rationale and Assessment Information**

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This will serve as a required course of the Curriculum & Instruction Department’s new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.

**Office of the Registrar Information**

<table>
<thead>
<tr>
<th>Date Received by UCC Secretary:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UCC Item Number:</td>
<td></td>
</tr>
<tr>
<td>UCC Approval Date:</td>
<td></td>
</tr>
<tr>
<td>General Curriculum Report Number:</td>
<td></td>
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</table>
EDCI 5X2. Online Course Design
Fall 2014 – Days TBD – Time TBD
3 Credits
Class Meeting Place: Online
Instructor: Royce Kimmons, PhD
Office Location: SUB 041B
Phone: 208-885-7537
Email: royce@uidaho.edu
Office Hours: By Appointment

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

College Vision
Idaho’s Leader in Lifelong Learning and Healthy Lifestyles.

We seek teaching, learning, and living that transforms, invigorates, and nurtures. We expand lasting knowledge centered in local and global communities.

College Mission
The University of Idaho’s College of Education is the state’s flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12
academic achievement, human development and wellness, global awareness, and progress in professional practice.

**Conceptual Framework**
University of Idaho educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

- Cultural Proficiency;
- Assessment, Teaching, and Learning;
- Reflective Scholarship & Practice; and,
- Engagement in Community Building & Partnerships.

**Course Description**
This course teaches students the course design process and provides them with opportunities to design, develop, and evaluate online course modules.

*Theoretical Foundations of Online Learning* is a prerequisite for this course.

**Course Goal and Expectations**

**Course Objectives**

*As taken from the Idaho Standards for Online Teachers [ISOT].*

Students will:

- Understand the central concepts, tools of inquiry, and structures in online instruction and create learning experiences that take advantage of the transformative potential in online learning environments (ISOT #1).
- Understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development (ISOT #2).
- Understand and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (ISOT #4).
- Use a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (ISOT #6).
- Plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals (ISOT #7).
- Understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness (ISOT #8).
- Become reflective practitioners who demonstrate a commitment to professional standards and are continuously engaged in purposeful mastery of the art and science of online teaching (ISOT #9).

**Goals of Curriculum and Instruction**

- *Philosophy and Educational Organizations* – CI Masters degree graduates have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.
• **Curriculum** – CI Masters degree graduates understand that curriculum should be relevant, engaging, challenging, and integrative for the learner. They know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.

• **Instruction** – CI Masters degree graduates understand the principles of instruction know a wide variety of teaching strategies and learning theories and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.

• **Assessment and Evaluation** – CI Masters degree graduates analyze and understand the various roles of multiple types of assessments for monitoring, evaluating and responding to student learning; they understand, develop, use and critique formal, informal, and performance assessment techniques, including local, state, and national assessment systems to improve student learning.

• **Research** – CI Masters degree graduates, as critical consumers of educational research, appreciate the role of educational research for informing practice. M.Ed. graduates develop the skills to conduct classroom research. M.S. graduates, as producers of educational research, collect and analyze data, and formally share their research findings.

• **Diversity** – CI Masters degree graduates understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.

• **Subject Knowledge** – CI Masters degree students demonstrate their knowledge of the content that they teach through the admissions requirements and/or through content coursework that is included in the degree.

**Required Readings and Learning Resources**

This course espouses the values of open education and utilizes open educational resources to achieve its objectives. As such, all necessary reading materials will be provided to students at no cost.

Students will complete reading assignments on the following topics (addressing the listed standards):

- **Best practices for course design**
  - OTE.1.K.1: The online teacher understands the current standards for best practices in online teaching and learning.
  - OTE.1.K.6: The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
  - OTE.1.K.7: The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).
  - OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
  - OTE.6.D.1: The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.
  - OTE.9.K.2: The online teacher knows how educational standards and curriculum align with 21st century skills.

- **Methods of online assessment**
o OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.

o OTE.1.K.6: The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

• The great media debate
  o OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  o OTE.1.K.6: The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

• Models of blended learning
  o OTE.1.K.7: The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).
  o OTE.6.D.1: The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

• Systems of course delivery
  o OTE.4.K.2: The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Optional Readings and Learning Resources

Given the nature of this course’s materials, available resources and understandings change and evolve rapidly. For this reason, optional reading materials and other media (e.g., videos) will be made available to students periodically.

Learning Activities and Assignments

Students will attend synchronous online class sessions and group meetings (e.g., working groups and discussion groups). Attendance will be taken for these meetings and will count toward the final attendance and participation grade.

Students will reflect on their reading assignments in blogs and via other asynchronous media and will respond to one another. These reflections and responses will be graded for completeness.

Performance tasks will be completed during the course of the semester and may require individual completion or team completion. Performance tasks for this course with accompanying standards include:

• Course module design
  o OTE.2.P.1: The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).
  o OTE.4.D.3: The online teacher promotes student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes.
  o OTE.4.P.2: The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning
experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)
- OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
- OTE.7.P.3: The online teacher designs and develops subject-specific online content.
- OTE.7.P.4: The online teacher uses multiple forms of media to design course content.
- OTE.7.P.5: The online teacher designs course content to facilitate interaction and discussion.
- OTE.7.P.6: The online teacher designs course content that complies with intellectual property rights and fair use standards.

- Course module introductory video
  - OTE.6.P.3: The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
  - OTE.7.P.1: The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
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  - OTE.7.P.4: The online teacher uses multiple forms of media to design course content.

- Course module development
  - OTE.1.P.2: The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
  - OTE.1.P.3: The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
  - OTE.2.P.2: The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).
  - OTE.4.P.3: The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).
  - OTE.7.P.3: The online teacher designs and develops subject-specific online content.
  - OTE.8.P.1: The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
  - OTE.8.P.2: The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

- Course module evaluation
  - OTE.1.P.1: The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
  - OTE.4.P.1: The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).
OTE.9.P.2: The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

Field Work

This course will not include any field work.

Grading Policy

Attendance and participation will account for 20% of the final grade.

Reading reflections and responses will account for 20% of the final grade.

Performance tasks will account for 60% of the final grade.

Final grades and all graded assignments will use the following scale:

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Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

Suggested Course Schedule of Activities Format

The instructor and students will co-construct the course schedule of activities (along with due dates for major assignments and readings) on the first day of class.

University of Idaho Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated
with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center’s confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

University of Idaho (UI) Nondiscrimination Policy

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at http://www.webs.uidaho.edu/fs. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Library Resources (On Campus Classes)

As a UI student, you not only have access to valuable print and electronic resources from the university's library, but you also have the ability to set up a personalized reference appointment with one of the librarians. If you have assignments or research questions and aren’t sure how to make the most of library resources, feel free to contact the College of Education liaison librarian with questions: Rami Attebury, 885-2503, rattebur@uidaho.edu. As always, you may also stop by the reference desk anytime Monday to Thursday 9 to 9, Friday 9 to 5, and Sunday 1-9, 208-885-6584, or visit http://www.lib.uidaho.edu for email or IM assistance.

Library Resources (Distance Education/Centers Classes)

As a UI student from outside of Moscow, you have access to valuable electronic and print resources from the university's library. To learn more about using library resources from a distance, visit the
library’s Off-Campus Access webpage at http://www.lib.uidaho.edu/offcampus/index.html. Live reference/research assistance is available Monday to Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 5 p.m., and Sunday 1 to 9 p.m. Just call 208-885-6584, email libref@uidaho.edu, text 208-856-0814, or IM from http://www.lib.uidaho.edu. In addition, please feel free to contact the College of Education liaison librarian, Rami Attebury, directly at 208-885-2503 or rattebur@uidaho.edu.
### Instructions
Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, ctibbals@uidaho.edu for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Academic Publications Editor by October 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

<table>
<thead>
<tr>
<th>College:</th>
<th>College of Education</th>
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<tbody>
<tr>
<td>Department/Unit:</td>
<td>Curriculum &amp; Instruction Department</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>January 21, 2014</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>January 27, 2014</td>
</tr>
</tbody>
</table>

### Course Information

**Note:** Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn’t available.

<table>
<thead>
<tr>
<th>Course Subject Prefix:</th>
<th>EDCI</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>5X3</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Open Education</td>
</tr>
</tbody>
</table>

**Short Course Title (If the course title is longer than 30 characters):**

<table>
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<table>
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<tr>
<th>Course Credits:</th>
<th>3</th>
</tr>
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<tbody>
<tr>
<td>Course Description:</td>
<td>This course addresses ethical, legal, and behavioral issues related to online learning, including social participation, copyright, internet safety, and etiquette and provides students with opportunities to apply their knowledge to practice.</td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>EDCI 5X1: Theoretical Foundations of Online Learning; Senior-status in teacher preparation program or Graduate-status in an education-related field</td>
</tr>
<tr>
<td>Course Co-requisites:</td>
<td>None</td>
</tr>
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</table>

### Cross- and Joint-List Status

**Cross-listed** courses are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

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</tr>
<tr>
<td>Joint-Listed Course(s):</td>
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</tr>
<tr>
<td>Date the affected Units approved of this change:</td>
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</tr>
</tbody>
</table>
Cooperatively offered courses are open to students from an approved participating institution. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

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</tr>
<tr>
<td>Rationale for request:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Rationale and Assessment Information

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This will serve as a required course of the Curriculum & Instruction Department’s new Online Teaching Endorsement and will be taught by a newly-hired Assistant Professor of Learning Technologies whose sole teaching emphasis will be this endorsement.

Office of the Registrar Information

<table>
<thead>
<tr>
<th>Date Received by UCC Secretary:</th>
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<tbody>
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<td></td>
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<td>UCC Approval Date:</td>
<td></td>
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<tr>
<td>General Curriculum Report Number:</td>
<td></td>
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</tbody>
</table>
EDCI 5X3. Open Education

Fall 2014 – Days TBD – Time TBD
3 Credits
Class Meeting Place: Online
Instructor: Royce Kimmons, PhD
Office Location: SUB 041B
Phone: 208-885-7537
Email: royce@uidaho.edu
Office Hours: By Appointment

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

College Vision

Idaho’s Leader in Lifelong Learning and Healthy Lifestyles.

We seek teaching, learning, and living that transforms, invigorates, and nurtures. We expand lasting knowledge centered in local and global communities.

College Mission

The University of Idaho’s College of Education is the state’s flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12
academic achievement, human development and wellness, global awareness, and progress in professional practice.

Conceptual Framework
University of Idaho educators CARE. Together we develop as scholar practitioners who value and professionally apply and advance:

- Cultural Proficiency;
- Assessment, Teaching, and Learning;
- Reflective Scholarship & Practice; and,
- Engagement in Community Building & Partnerships.

Course Description
This course addresses ethical, legal, and behavioral issues related to online learning, including social participation, copyright, internet safety, and etiquette and provides students with opportunities to apply their knowledge to practice.

*Theoretical Foundations of Online Learning* is a prerequisite for this course.

Course Goal and Expectations

Course Objectives

As taken from the *Idaho Standards for Online Teachers [ISOT]*.

Students will:

- Understand the central concepts, tools of inquiry, and structures in online instruction and create learning experiences that take advantage of the transformative potential in online learning environments (ISOT #1).
- Understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development (ISOT #2).
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to learners with diverse needs (ISOT #3).
- Understand and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills (ISOT #4).
- Understand individual and group motivation and behavior and create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (ISOT #5).
- Use a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (ISOT #6).
- Plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals (ISOT #7).
- Become reflective practitioners who demonstrate a commitment to professional standards and are continuously engaged in purposeful mastery of the art and science of online teaching (ISOT #9).
• Interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being (ISOT #10).

Goals of Curriculum and Instruction

• **Philosophy and Educational Organizations** – CI Masters degree graduates have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.

• **Curriculum** – CI Masters degree graduates understand that curriculum should be relevant, engaging, challenging, and integrative for the learner. They know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.

• **Instruction** – CI Masters degree graduates understand the principles of instruction know a wide variety of teaching strategies and learning theories and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.

• **Assessment and Evaluation** – CI Masters degree graduates analyze and understand the various roles of multiple types of assessments for monitoring, evaluating and responding to student learning; they understand, develop, use and critique formal, informal, and performance assessment techniques, including local, state, and national assessment systems to improve student learning.

• **Research** – CI Masters degree graduates, as critical consumers of educational research, appreciate the role of educational research for informing practice. M.Ed. graduates develop the skills to conduct classroom research. M.S. graduates, as producers of educational research, collect and analyze data, and formally share their research findings.

• **Diversity** – CI Masters degree graduates understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.

• **Subject Knowledge** – CI Masters degree students demonstrate their knowledge of the content that they teach through the admissions requirements and/or through content coursework that is included in the degree.

Required Readings and Learning Resources

This course espouses the values of open education and utilizes open educational resources to achieve its objectives. As such, all necessary reading materials will be provided to students at no cost.

Students will complete reading assignments on the following topics (addressing the listed standards):

• Connectivism
  • OTE.1.K.2: The online teacher understands the role of online teaching in preparing students for the global community of the future.
  • OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  • OTE.1.K.4: The online teacher understands the relationship between online education and other subject areas and real life situations.
o OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

- Open educational resources
  o OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
  o OTE.4.K.2: The online teacher understands appropriate uses of learning and/or content management systems for student learning.

- Personal learning networks
  o OTE.1.K.4: The online teacher understands the relationship between online education and other subject areas and real life situations.
  o OTE.1.K.5: The online teacher understands the relationship between online teaching and advancing technologies.
  o OTE.10.P.1: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.
  o OTE.4.K.1: The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
  o OTE.4.K.2: The online teacher understands appropriate uses of learning and/or content management systems for student learning.
  o OTE.9.K.1: The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).

- Personal learning environments
  o OTE.1.K.5: The online teacher understands the relationship between online teaching and advancing technologies.
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Optional Readings and Learning Resources

Given the nature of this course’s materials, available resources and understandings change and evolve rapidly. For this reason, optional reading materials and other media (e.g., videos) will be made available to students periodically.

Learning Activities and Assignments

Students will attend synchronous online class sessions and group meetings (e.g., working groups and discussion groups). Attendance will be taken for these meetings and will count toward the final attendance and participation grade.

Students will reflect on their reading assignments in blogs and via other asynchronous media and will respond to one another. These reflections and responses will be graded for completeness.
Performance tasks will be completed during the course of the semester and may require individual completion or team completion. Performance tasks for this course with accompanying standards include:

- Discussion leadership and reflection
  - OTE.1.P.2: The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
  - OTE.1.P.3: The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
  - OTE.1.P.5: The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
  - OTE.10.P.1: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.
  - OTE.3.P.3: The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).
  - OTE.4.D.3: The online teacher promotes student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
  - OTE.5.P.1: The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
  - OTE.5.P.3: The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).
  - OTE.6.P.1: The online teacher is a thoughtful and responsive communicator.
  - OTE.6.P.2: The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).
  - OTE.6.P.3: The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
  - OTE.6.P.4: The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).
  - OTE.7.P.5: The online teacher designs course content to facilitate interaction and discussion.

- Online debate
  - OTE.1.K.3: The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
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OTE.6.P.4: The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

Open educational resource evaluation

OTE.1.P.1: The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

OTE.1.P.5: The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

OTE.2.P.4: The online teacher constructs learning experiences that take into account students’ physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. (Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g., Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)).

OTE.3.D.1: The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

OTE.3.P.1: The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

Create your own OER library

OTE.1.P.4: The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).

OTE.1.P.6: The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

OTE.7.P.2: The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.

OTE.7.P.3: The online teacher designs and develops subject-specific online content.

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Open educational resource development

OTE.1.P.2: The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).

The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).

The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

The online teacher designs and develops subject-specific online content.

The online teacher designs course content that complies with intellectual property rights and fair use standards.

The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

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In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center’s confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

University of Idaho (UI) Nondiscrimination Policy

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at http://www.webs.uidaho.edu/fsi. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Library Resources (On Campus Classes)
As a UI student, you not only have access to valuable print and electronic resources from the university's library, but you also have the ability to set up a personalized reference appointment with one of the librarians. If you have assignments or research questions and aren’t sure how to make the most of library resources, feel free to contact the College of Education liaison librarian with questions: Rami Attebury, 885-2503, rattebur@uidaho.edu. As always, you may also stop by the reference desk anytime Monday to Thursday 9 to 9, Friday 9 to 5, and Sunday 1-9, 208-885-6584, or visit http://www.lib.uidaho.edu for email or IM assistance.

**Library Resources (Distance Education/Centers Classes)**

As a UI student from outside of Moscow, you have access to valuable electronic and print resources from the university's library. To learn more about using library resources from a distance, visit the library's Off-Campus Access webpage at http://www.lib.uidaho.edu/offcampus/index.html. Live reference/research assistance is available Monday to Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 5 p.m., and Sunday 1 to 9 p.m. Just call 208-885-6584, email libref@uidaho.edu, text 208-856-0814, or IM from http://www.lib.uidaho.edu. In addition, please feel free to contact the College of Education liaison librarian, Rami Attebury, directly at 208-885-2503 or rattebur@uidaho.edu.
Submitted by:
Paul Gathercoal, Ph.D.
Professor & Chair,
Curriculum & Instruction Department

The Department of Curriculum and Instruction at the University of Idaho seeks approval to revise the current ESL program of study to meet current Idaho teacher certification standards.

This program of study would consist of four (4) three-credit hour courses and two (2) four credit courses which would address all necessary Idaho Language Development standards within a 20-credit hour program. By keeping the endorsement to 20-credit hours, students would be allowed to both complete the endorsement while enrolled as undergraduates and to apply coursework to a Master’s degree in Curriculum and Instruction if desired.

Required courses would include the following:

**EDCI 302 Teaching Culturally Diverse Learners (4 cr):** An examination of cultural and linguistic diversity in classrooms. Explores strategies for creating the culturally inclusive classroom that values diversity and supports student success. Examines the use of instructional planning as a tool for motivation and classroom management. Includes 45 hours of practicum in K-12 classrooms.

**Engl 441/Anth 441 Introduction to the Study of Language (3 cr):** Surveys of sound patterns, morphological processes and syntactic structures; questions of language acquisition, variation, and history; exercises from a variety of languages, with emphasis on American English.

**EDCI 4xx/5xx Introduction to ENL (3 cr):** In this course, students will be introduced to the evolution, research, and current federal and state legal mandates of ENL education, the processes of language acquisition and development, and the role that culture plays in students’ educational experiences. The students will begin to apply Language Acquisition Theory to their lesson planning, aligning their instruction to ELD and CCSS.

**EDCI 431 and 441 (for secondary education majors) OR EDCI 320 and 409 (for elementary education majors) (4 cr):**

**EDCI 431 Secondary English Methods (3 cr):** Specific methods, research, curricula, and media in teaching Secondary English Methods.

**EDCI 441 Secondary English Practicum (1 cr):** Implementation of Secondary English methods, research, curricula and technology in secondary classrooms. Course will include 30 hours in grade 6-12 classrooms and 15 hours of associated scheduled activities.

**EDCI 320 Teaching Reading and Literacy (3 cr):** Foundations of literacy and the methods and strategies involved in the teaching of reading. Topics include: phonological awareness, phonemic awareness, and phonics; vocabulary; fluency; comprehension.

**EDCI 409 Integrated Methods Practicum II (1 cr):** Implementation of literacy and arts methods, research, curricula, and technology in elementary classrooms. Course will include 30 hours in K-8 classrooms and 15 hours of associated scheduled activities.

**EDCI 4xx/5xx ENL Methods (3 cr):** In this course, students will learn how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards. Students will learn how to measure the
level of English Language Proficiency, become familiar with the state English Language Proficiency assessment, and learn how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

**EDCI 4xx/5xx ENL Practicum (3 cr):** Guided observation, supervised instruction, and comprehensive team and independent teaching of English Language Learners in school settings.

Through these courses, students will build and demonstrate necessary knowledge, dispositions, and skills as aligned with the Idaho Standards for teaching English as a New Language. A detailed alignment map of course artifacts and performance assessments to English Language Development teaching standards is provided in the attached Framework for Teaching table.
### Framework for Teaching Domain # 1: Planning and Preparation

*(Correlated to Idaho Core Teacher Standards 1, 2, and 7)*

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Selecting instructional goals
- Designing coherent instruction
- Assessing student learning

#### Standard #1: Knowledge of Subject Matter

*The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.*

<table>
<thead>
<tr>
<th>Idaho Content Area Standards For: ENL ENDORSEMENT (Insert appropriate language from content area “Knowledge” standards)</th>
<th>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</th>
<th>Key Indicators Specific to Content Competencies (Insert language from content area “Performance” standards that demonstrate key indicators)</th>
<th>Artifacts &amp; Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Knowledge of Subject Matter (Insert appropriate language from content area “Knowledge” standards)</td>
<td>Intro to ENL (1.1, 1.2) ENL Methods (1.2, 1.3) English 441 (1.7) EDCI 431/320 (1.3) Admittance into Teacher Education (1.5)</td>
<td>The candidate knows and is able to: 2. The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language. 3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity. 4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language. 5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation,</td>
<td>Course Work (1.2, 1.3, 1.4, 1.5) Practicum Performance (1.2, 1.3, 1.4, 1.5) UledTPA (1.2, 1.3, 1.4, 1.5)</td>
</tr>
<tr>
<td>Reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement)</td>
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<tr>
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<tr>
<td>The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.</td>
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<tr>
<td>listening, speaking, reading, and writing.</td>
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Standard #1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

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<td>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</td>
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</table>

#1a: Knowledge of Subject Matter, Content Specific Requirements

According to IDAPA 08.02.02.021: “An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university.”

Content area expertise primarily verified through state testing requirement, but should include content competencies from the following areas: (Insert content/endorsement area language from Administrative Rule):

The candidate knows and is able to:
| Framework for Teaching Domain #1: Planning and Preparation  
<table>
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<th>(Correlated to Idaho Core Teacher Standards 1, 2, and 7)</th>
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| • Demonstrating knowledge of content and pedagogy  
• Demonstrating knowledge of students  
• Selecting instructional goals  
• Demonstrating knowledge of resources  
• Designing coherent instruction  
• Assessing student learning |

**Standard #2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

| Idaho Content Area Standards  
| For: ENL Endorsement  
| (Insert appropriate language from content area “Knowledge” standards) |
| Coursework and/or Equivalent Experience  
| (List the required coursework and/or verified equivalent experience) |
| Key Indicators Specific to Content Competencies  
| (Insert language from content area “Performance” standards that demonstrate key indicators) |
| Artifacts & Performance Assessments  
| (List the artifacts and/or performance assessments that show a clear correlation between each key indicator) |

**#2: Knowledge of Human Development and Learning:**

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.

2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

   | Intro to ENL (2.1, 2.2)  
   | English 441 (2.1)  
   | EDCI 302 (2.1, 2.2)  

   **The candidate knows and is able to:**

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

   | Course Work (2.1, 2.2, 2.3, 2.4)  
   | Practicum Performance (2.1, 2.2, 2.3, 2.4)  
   | UIedTPA (2.1, 2.2, 2.3, 2.4) |
(CONTINUED)

**Standard #2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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#2: Knowledge of Human Development and Learning:

The candidate knows and is able to:
### Framework for Teaching Domain # 1: Planning and Preparation

(Correlated to Idaho Core Teacher Standards 1, 2, and 7)

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Selecting instructional goals

- Demonstrating knowledge of resources
- Designing coherent instruction
- Assessing student learning

### Standard #7: Instructional Planning Skills

*The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

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<th>Idaho Content Area Standards For: ENL Endorsement (Insert appropriate language from content area “Knowledge” standards)</th>
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</thead>
<tbody>
<tr>
<td>#7: Instructional Planning Skills:</td>
<td>Intro to ENL (7.1) ENL Methods (7.1)</td>
<td>The candidate knows and is able to: 1. The teacher creates and delivers lessons that incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards</td>
<td>Course Work (7.1) Practicum Performance (7.1) UledTPA (7.1)</td>
</tr>
<tr>
<td>1. The teacher understands how to incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.</td>
<td></td>
<td></td>
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</table>
**Standard #7: Instructional Planning Skills** - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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<tr>
<td>#7: Instructional Planning Skills:</td>
<td>The candidate knows and is able to:</td>
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</tbody>
</table>
Framework for Teaching Domain #2: The Classroom Environment
(Correlated to Idaho Core Teacher Standard 5)

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

**Standard #5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

<table>
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<th>Idaho Content Area Standards</th>
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<tr>
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<td>(Insert language from content area “Performance” standards that demonstrate key indicators)</td>
<td>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</td>
</tr>
<tr>
<td>#5: Classroom Motivation and Management Skills:</td>
<td>ENL Methods (5.1) EDCI 302 (5.1)</td>
<td>The candidate knows and is able to:</td>
<td>Course Work (5.1) Practicum Performance (5.1) ULedTPA (5.1)</td>
</tr>
</tbody>
</table>

1. The teacher understands the influence of culture on student motivation and classroom management.

1. The teacher demonstrates a culturally responsive approach to classroom management.
Standard #5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

<table>
<thead>
<tr>
<th>Idaho Content Area Standards For: ______________________</th>
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<tbody>
<tr>
<td>(Insert appropriate language from content area “Knowledge” standards)</td>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tbody>
</table>

#5: Classroom Motivation and Management Skills:

The candidate knows and is able to:
<table>
<thead>
<tr>
<th>Framework for Teaching Domain #3: Instruction and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)</td>
</tr>
</tbody>
</table>

- Communicating clearly and accurately
- Using questioning and discussion techniques
- Engaging students in learning
- Providing feedback to students
- Demonstrating flexibility and responsiveness
- Using assessment to inform instruction and improve student achievement

**Standard #3: Adapting Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

<table>
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<tr>
<th>Idaho Content Area Standards For: ENL Endorsement (Insert appropriate language from content area “Knowledge” standards)</th>
<th>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</th>
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</thead>
<tbody>
<tr>
<td>#3: Adapting Instruction for Individual Needs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher understands the nuances of culture in structuring academic experiences.</td>
<td>Intro to ENL (3.2, 3.3, 3.4)</td>
<td>The candidate knows and is able to:</td>
<td>Course Work (3.2, 3.4)</td>
</tr>
<tr>
<td>2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings)</td>
<td>ENL Methods (3.1, 3.2, 3.3, 3.4)</td>
<td>1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.</td>
<td>Practicum Performance (3.1, 3.2, 3.3, 3.4)</td>
</tr>
<tr>
<td>3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development</td>
<td>English 441 (3.2)</td>
<td>2. The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.</td>
<td>UledTPA (3.1, 3.2, 3.4)</td>
</tr>
<tr>
<td>4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.</td>
<td>EDCI 302 (3.1, 3.3)</td>
<td>3. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities/giftedness and second language development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDCI 431/320 (3.4)</td>
<td>4. The teacher provides appropriate accommodations that allow students to access academic content.</td>
<td></td>
</tr>
</tbody>
</table>
Standard #3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

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<td>(Insert language from content area “Performance” standards that demonstrate key indicators)</td>
<td>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</td>
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</tbody>
</table>

#3: Adapting Instruction for Individual Needs:

The candidate knows and is able to:
**Framework for Teaching Domain #3: Instruction and Assessment**  
(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)

- Communicating clearly and accurately  
- Using questioning and discussion techniques  
- Engaging students in learning  
- Providing feedback to students  
- Demonstrating flexibility and responsiveness  
- Using assessment to inform instruction and improve student achievement

**Standard #4: Multiple Instructional Strategies -** The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

<table>
<thead>
<tr>
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<th>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</th>
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</tr>
</thead>
</table>
| **#4: Multiple Instructional Strategies:** | EDCI 302 (4.1)  
EDCI Methods (4.1, 4.2)  
EDCI 431/320 (4.1, 4.2) | The candidate knows and is able to:  
1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.  
2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development. | Course Work (4.1, 4.2)  
Practicum Performance (4.1, 4.2)  
UIedTPA (4.1, 4.2) |
<p>| 1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners. | | | |
| 2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development | | | |</p>
<table>
<thead>
<tr>
<th>Idaho Content Area Standards For: _____________</th>
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<tr>
<td><strong>#4: Multiple Instructional Strategies:</strong></td>
<td><strong>The candidate knows and is able to:</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
### Framework for Teaching Domain #3: Instruction and Assessment

(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)

- Communicating clearly and accurately
- Using questioning and discussion techniques
- Engaging students in learning
- Providing feedback to students
- Demonstrating flexibility and responsiveness
- Using assessment to inform instruction and improve student achievement

### Standard #6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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<td>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</td>
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</tbody>
</table>

#### #6: Communication Skills:

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

3. The teacher understands the extent of time and effort required for language acquisition.

The candidate knows and is able to:

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.

3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

Course Work (6.1, 6.2, 6.3) Practicum Performance (6.1, 6.2, 6.3) UIedTPA (6.1, 6.2, 6.3)
Standard #6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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<tbody>
<tr>
<td>#6: Communication Skills:</td>
<td>The candidate knows and is able to:</td>
<td></td>
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</table>

(Continued)
## Framework for Teaching Domain #3: Instruction and Assessment

(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)

- Communicating clearly and accurately
- Using questioning and discussion techniques
- Engaging students in learning

- Providing feedback to students
- Demonstrating flexibility and responsiveness
- Using assessment to inform instruction and improve student achievement

### Standard #8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

<table>
<thead>
<tr>
<th>Idaho Content Area Standards For: ENL Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Insert appropriate language from content area “Knowledge” standards)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coursework and/or Equivalent Experience</th>
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</thead>
<tbody>
<tr>
<td>(List the required coursework and/or verified equivalent experience)</td>
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</table>

<table>
<thead>
<tr>
<th>Key Indicators Specific to Content Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Insert language from content area “Performance” standards that demonstrate key indicators)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifacts &amp; Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</td>
</tr>
</tbody>
</table>

### #8: Assessment of Student Learning:

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

3. The teacher understands how to measure the level of English Language Proficiency

4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.

5. The teacher is familiar with the state English Language Proficiency assessment

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

<table>
<thead>
<tr>
<th>The candidate knows and is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.</td>
</tr>
</tbody>
</table>

2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

<table>
<thead>
<tr>
<th>Artifacts &amp; Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Work (8.1, 8.2) Practicum Performance (8.1, 8.2) UIedTPA (8.1, 8.2)</td>
</tr>
</tbody>
</table>
7. The teacher understands appropriate accommodations for language learners being tested in the content areas.

8. The teacher understands how to use data to make informed decisions about program effectiveness.
UNIVERSITY CURRICULUM COMMITTEE
Curriculum Change Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar’s Office, ctibals@uidaho.edu for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Academic Publications Editor by October 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

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<tbody>
<tr>
<td>Dept/Unit Approval Date:</td>
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<tr>
<td>College Approval Date:</td>
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</tbody>
</table>

Curriculum Information

Degree: |
Major: |
Minor: |
Academic Certificate: |

English as a Second New Language

Curriculum:

A teaching major in English as a second new language is not offered.

21-20 Credit English as a Second New Language Teaching Minor

Modern foreign language (100-level or above) (4 cr)

Cultural diversity (i.e. Anth 261) (3 cr)

EDCI 302 (4 cr)

EDCI 431 and EDCI 441 (4 cr) OR EDCI 320 and EDCI 409 (4 cr)

English language and linguistics course (e.g., Engl 441 or Anth 441) (3 cr)

Introduction to ENL (EDCI 4XX/5XX) (3 credits)

ESL methods (EDCI 437/EDCI 447) (4 cr)

ENL methods (EDCI 4XX/EDCI 5XX) (3 cr)

Theory, philosophical foundations, testing/identification of limited English proficient students, or applied linguistics in ESL (i.e. Engl 441, Engl 442 or Engl 443) (3 cr)

Practicum or field experience in ESNL (i.e. EDCI 402, EDCI 597) (43 cr)

At least one course in English language and linguistics (Engl 441, Engl 442, Engl 443) (3 cr)

Electives to total 21 credits (Anth 427/Soc 427 Racial and Ethnic Relations is recommended)
### Rationale Information

Rationale for approval of this request; include any relevant assessment information pertinent to the proposed change in this program:

|These changes will help meet Idaho State standards for teacher endorsement in ENL. While the English department offers courses that primarily prepare students to teach adults in an overseas setting, currently these courses do not meet the state requirements for preparing teachers to instruct and pass assessments required to teach English Language Learners in K-12 settings in the United States in general and Idaho in particular.|

### Office of the Registrar Information

<table>
<thead>
<tr>
<th>Date Received by UCC Secretary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCC Item Number:</td>
</tr>
<tr>
<td>UCC Approval Date:</td>
</tr>
<tr>
<td>General Curriculum Report Number:</td>
</tr>
</tbody>
</table>
Standard 1: Knowledge of Subject Matter:
The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful to students

Knowledge

1. The teacher understands the evolution, research, and current federal and state legal mandates of ENL education X
2. The teacher understands and knows how to identify differences and the implications for implementation in ENL approaches and models X X
3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language. X

5. The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement)

7. The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language. X

Performance

2. The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language

3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

**Standard 2: Knowledge of Human Development and Learning**

The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Knowledge**

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences. 

2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism

   |   |   | 
   |---|---|---|
   | X | X | X |

**Performance**

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.
Standard 3: Modifying Instruction for Individual Needs- the teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.  

2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).  

3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.  

4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.  

Performance

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.  

2. The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.  

3. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities/giftedness and second language development.  

4. The teacher provides appropriate accommodations that allow students to access academic content.  

Standard 4: Multiple Instructional Strategies- The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

...
1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development

Performance

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 5: Classroom Motivation and Management Skills- The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the influence of culture on student motivation and classroom management.

Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

Standard 6: Communication Skills- The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge
1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

3. The teacher understands the extent of time and effort required for language acquisition.

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.

3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

Standard 7: Instructional Planning Skills-
The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.
Standard 8: Assessment of Student Learning- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness,

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences. X X

3. The teacher understands how to measure the level of English Language Proficiency X X

4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement. X X

5. The teacher is familiar with the state English Language Proficiency assessment X X

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues. X X

7. The teacher understands appropriate accommodations for language learners being tested in the content areas. X

8. The teacher understands how to use data to make informed decisions about program effectiveness. X

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.
Practicum/Student Teaching/ UIEdTPA  Admittance to University/ Ed Program/ Praxis
Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

**College Vision**
The College of Education envisions being a leading, diverse, nationally recognized educational community. Our caring faculty members and innovative curriculum are:

- Preparing professionals through integrated programs grounded in research
- Generating and evaluating knowledge through disciplinary and interdisciplinary scholarship
- Informing professional practice and community life through the exchange and utilization of knowledge

Together, our college community is achieving this vision through a culture of openness, innovation, and collaboration.

**College Mission**
The College of Education enriches lives by advancing excellence in research and practice in education, leadership, and applied human arts and sciences (adopted January 27, 2005).

**Conceptual Framework**
University of Idaho educators CARE. Together we develop as scholar practitioners who value and professionally apply and advance:

- Cultural Proficiency;
- Assessment, Teaching, and Learning;
- Reflective Scholarship & Practice; and,
- Engagement in Community Building & Partnerships.

**Course Description**
This course is part of planned program of studies in the College of Education at the University of Idaho. In this course, students will learn how to incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards. Students will learn how to measure the level of English Language Proficiency, become familiar with the state English Language Proficiency assessment, and learn how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

**Prerequisite(s)**
Admission to teacher education program.

**Course Goals and Expectations**
By the end of this course, students will be able to plan and implement methods of instruction for English language learners in a k-12 grade setting.

**Course Objectives**
1. Understand and know how to identify differences and the implications for implementation in ENL approaches and models
2. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
3. Understand the processes of language acquisition and development, and the role that culture plays in students' educational experiences.
4. The teacher understands the nuances of culture in structuring academic experiences.
5. Understand how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings)
6. Understand there is a distinction between learning disabilities/giftedness and second language development
7. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.
8. Understand how and when to provide appropriate accommodations that allow students to access academic content.
9. The teacher has a repertoire of effective strategies that promote students’ critical thinking and problem solving at all stages of language development
10. The teacher understands the influence of culture on student motivation and classroom management.
11. Understand that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.
12. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.
13. Understand the extent of time and effort required for language acquisition.
14. Understand how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.
15. Understand variations in assessment of student progress that may be related to cultural and linguistic differences.
16. Understand how to measure the level of English Language Proficiency.
17. Understand the relationship and difference between levels of language proficiency and students' academic achievement.
18. Be familiar with the state English Language Proficiency assessment.
19. The teacher understands appropriate accommodations for language learners being tested in the content areas.
20. Know how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.
21. Use multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds and show positive impact on student learning.
22. The teacher understands how to use data to make informed decisions about program effectiveness.
23. Apply principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning.
24. Implement appropriate classroom instruction and management principles, processes and practices to foster a safe, positive, student-focused learning environment, including sheltered instruction connected to communities within the classroom and the school instruction.
25. Plan and/or adapt standards-based curricula that is personalized to the diverse needs of each student.
26. Plan and/or adapt student-centered curricula that engages students in a variety of culturally responsive, developmentally, and age appropriate strategies.

**Teacher Preparation Standards**

1. **Knowledge of Subject Matter:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. **Knowledge of Human Development and Learning:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. **Adapting Instruction for Individual Needs:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. **Multiple Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
5. **Classroom Motivation and Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communication Skills:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Instructional Planning Skills:** The teacher plans instruction based upon knowledge of subject matter, students, and curriculum goals.

8. **Assessment of Student Learning:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. **Professional Commitment and Responsibility:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. **Partnerships:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**Teacher Education Dispositions**

- Attends regularly.
- Meets timeline commitments.
- Dress/Appearance is appropriate and professional.
- Maintains appropriate relationships with peers.
- Scholar-practitioner demonstrates adequate content knowledge that is current.
- Engaged, full participation and takes initiative.
- Maintains confidentiality and is ethical.
- Maintains appropriate relationships with students.
- Committed to and facilitates student's learning in a safe climate.
- Maintains appropriate relationships with teachers, administration, parents, and community members.
- Respects and advocates for diversity.
- Responds appropriately to feedback and is flexible.
- Written work communicates clearly and accurately, and is in Standard English.
- Verbal communication is clear, accurate, appropriate to the situation, and conventions used are standard for speaking situations.

**Required Readings and Learning Resources:**

- Books on Reserve in IMTC or on loan from the instructor
- Other required readings as assigned (either handouts or on reserve)

**Student Behavior:** Please refrain from bringing in food for consumption during class. Beverages are ok. No cell phone use, surfing the net, texting, or otherwise off-task and distracting behavior, please.

**Academic Integrity:**
The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.
The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

Using resources to help you design your own lesson plans and units is, of course, acceptable. However, your work needs to be primarily your own. Cite your sources if you adapt ideas. Lifting entire lessons, units, or even “chunks” of material is not acceptable. See me if in doubt. Plagiarism in any form is unacceptable and will result in a failing grade for this course and a report to the appropriate university officials.

Nondiscrimination Policy
The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, disability or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992 and other state and federal laws and regulations. Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in Faculty Staff Handbook (FSH) 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at http://www.webs.uidaho.edu/fsb. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: April Preston, Human Rights Compliance Officer (885-4213); Gloria Jensen, Coordinator of Disability Support Services (885-7200); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the UI Human Rights Compliance Office (885-4212 or anbutler@uidaho.edu). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Library Resources (On Campus Classes)
As a UI student, you not only have access to valuable print and electronic resources from the university's library, but you also have the ability to set up a personalized reference appointment with one of the librarians. If you have assignments or research questions and aren’t sure how to make the most of library resources, feel free to contact the College of Education liaison librarian with questions: Rami Attebury, 885-2503, rattebur@uidaho.edu. As always, you may also stop by the reference desk anytime Monday to Thursday 9 to 9, Friday 9 to 5, and Sunday 1-9, 208-885-6584, or visit http://www.lib.uidaho.edu for email or IM assistance.

Library Resources (Distance Education/Centers Classes)
As a UI student from outside of Moscow, you have access to valuable electronic and print resources from the university’s library. To learn more about using library resources from a distance, visit the library’s Off-Campus Access webpage at http://www.lib.uidaho.edu/offcampus/index.html. Live reference/research assistance is available Monday to Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 5 p.m.,
Overview of Signature Assignments and Teacher Knowledge Standards  
(AKA: What do I have to do, when is it due, and how much is it worth)

1. **Weekly positive and professional participation in in class activities, projects, presentations, discussions, and literature circles:** (30% of grade; Due: weekly; Meets Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9).

   We are a community of learners, and as such it is essential that you come to class prepared and that you engage positively with your peers in classroom activities and discussions. This means that you should 1.) come to class on time and participate actively the entire session (e.g. not using your laptop, tablet, cell phone, etc. for texting, browsing, facebooking, networking, calling, completing work for other classes; not participating in side discussions, working on other assignments, or sleeping during class), and 2.) Have completed the reading assignments before class and show your comprehension through participation in quizzes, discussions and in-class activities.  
   **You will earn up to 10 points for each day of class, totaling 300 points.**

2. **Learning Logs (Initial Response to Reading):** (20% of grade; Due: weekly; Meets Standards 1, 2, 3, 4, 8, & 9).

   You will be writing reflections that are one to two typed double spaced each, no longer! This activity requires you to read and respond to the assigned chapters/article/pages for each class meeting. Make certain I can tell that you read the assignment. At the end of the chapters are writing prompts. You may use these or the more general questions below.

   If you have difficulty organizing your thinking about an assigned reading you might want to consider the following questions as you reflect on the reading:

   a. What parts of the reading did you agree or disagree with? Why did you agree or disagree with those parts?

   b. As you read, did you get a sense that any of your previous concepts of or beliefs about teaching or instruction were changing? Which ones and how were they changing?

   c. How can you apply the concepts or ideas in the reading you your classroom or grade level? What bridges or barriers might exist that would help or hurt your implementation of the concepts presented in the reading?

   d. What parts of the reading were most/least interesting to you? Why were they interesting or not interesting?
e. What is the most important concept in this reading for a classroom teacher to remember? Explain why you think this concept is the most important to be remembered.

For each Learning Log you will be scored on a 2-1-0 scale.

2 = Thoughtful response that clearly demonstrates an understanding of the reading. No errors in MUGS (Mechanics, Usage, Grammar, Spelling)

1 = I would like to read more in quantity and/or quality. It is not clear to me that you completely understood and/or completed the reading. Errors in MUGS.

0 = Not submitted on time or at all.

You will earn up to 2 points for each response, totaling 24 points.

4. Comprehensive three-four week unit: DO NOT submit the same plan you did for Content Area Reading. This should be a NEW unit. (50% Meets Standards 1, 2, 3, 4, 5, 6, 7, & 8).

Each student will create an original, comprehensive, four-five week unit plan that addresses the Common Core Language Arts standards and Idaho Language Arts or Speech/Drama standards for the secondary grade level (grades 6-12) of his or her choice. To receive full credit for this assignment, the unit plan must include the following:

a) Specific and comprehensive lesson plans for each day of the four week unit, for a 5 day week, 50 minute class, including
   • English Language Development Standards and Common Core Content standards that apply (number and brief header descriptor)
   • Observable/measurable language objectives for each level of language acquisition.
   • Specific plans for formative and summative assessment. Your use of appropriate assessments ought to reflect your understanding of Bloom’s taxonomy and the relevant verbs describing what you expect your students to know and be able to do at the end of your lesson
   • Materials and equipment needed; websites and videos listed if applicable
   • Specific reading, writing, listening and speaking methodology appropriate for language level and objectives

b) A variety of instructional approaches with limited use of teacher presentation/direct instruction.
Ad a Course Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office, ctibbals@uidaho.edu for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Academic Publications Editor by October 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

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<tbody>
<tr>
<td>Department/Unit</td>
<td>EDCI</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td></td>
</tr>
<tr>
<td>College Approval Date:</td>
<td></td>
</tr>
</tbody>
</table>

Course Information

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

<table>
<thead>
<tr>
<th>Course Subject Prefix:</th>
<th>EDCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>4XX/5XX</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Introduction to ENL</td>
</tr>
<tr>
<td>Short Course Title (If the course title is longer than 30 characters):</td>
<td></td>
</tr>
<tr>
<td>Course Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Course Description:</td>
<td>In this course, students will be introduced to the evolution, research, and current federal and state legal mandates of ENL education, the processes of language acquisition and development, and the role that culture plays in students' educational experiences. The students will begin to apply Language Acquisition Theory to their lesson planning, aligning their instruction to ELD and CCSSI.</td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>Admitted to Teacher Education</td>
</tr>
<tr>
<td>Course Co-requisites:</td>
<td></td>
</tr>
</tbody>
</table>

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. Joint-listed courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

| Add, Drop, or Change of Status: |          |
| Cross-Listed Course(s):        |          |
| Joint-Listed Course(s):        |          |
| Date the affected Units approved of this change: |          |
Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from an approved participating institution. These students are not required to pay the UI’s tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

| Add, Drop, or Change of Status: |
| Cooperative Institution: |
| Rationale for request: |

Rationale and Assessment Information

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This course will help meet Idaho State standards for teacher endorsement in ENL. While the English department offers a course that primarily prepares students to teach adults in an overseas setting, this course will prepare students for teaching in a K-12 setting, and will focus on preparing students to meet the state certification English Language Development as well as the Common Core standards. A new faculty member was hired in 2013 with a position description that includes developing and teaching this and other courses necessary for teacher certification in ENL, so the course can be managed with the current School of Education resources.

Office of the Registrar Information

| Date Received by UCC Secretary: |
| UCC Item Number: |
| UCC Approval Date: |
| General Curriculum Report Number: |
Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

**College Vision**
The College of Education envisions being a leading, diverse, nationally recognized educational community. Our caring faculty members and innovative curriculum are:

- Preparing professionals through integrated programs grounded in research
- Generating and evaluating knowledge through disciplinary and interdisciplinary scholarship
- Informing professional practice and community life through the exchange and utilization of knowledge

Together, our college community is achieving this vision through a culture of openness, innovation, and collaboration.

**College Mission**
The College of Education enriches lives by advancing excellence in research and practice in education, leadership, and applied human arts and sciences (adopted January 27, 2005).

**Conceptual Framework**
University of Idaho educators CARE. Together we develop as scholar practitioners who value and professionally apply and advance:

- Cultural Proficiency;
- Assessment, Teaching, and Learning;
- Reflective Scholarship & Practice; and,
- Engagement in Community Building & Partnerships.

**Course Description**
In this course, students will be introduced to the evolution, research, and current federal and state legal mandates of ENL education, the processes of language acquisition and development, and the role that culture plays in students' educational experiences. The students will begin to apply Language Acquisition Theory to their lesson planning, aligning their instruction to ELD and CCSSI.

**Prerequisite(s):** Admittance into Teacher Education

**Course Goals and Expectations**
Upon successful completion of the course, teacher candidates will be able to meet the following Idaho Standards for English as a New Language teachers, as evidenced by oral, written, and performance assessments:

1. Understand the evolution, research, and current federal and state legal mandates of ENL education
2. Understand and know how to identify differences and the implications for implementation in ENL approaches and models
3. Understand the processes of language acquisition and development, and the role that culture plays in students' educational experiences.
4. Understand the advantages of bilingualism, biliteracy, and multiculturalism
5. Understand how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings)
6. Understand there is a distinction between learning disabilities/giftedness and second language development
7. Understand how and when to provide appropriate accommodations that allow students to access academic content.
8. Understand that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.
9. Understand the extent of time and effort required for language acquisition
10. Understand how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.
11. Understand variations in assessment of student progress that may be related to cultural and linguistic differences.
12. Understand how to measure the level of English Language Proficiency
13. Understand the relationship and differences between levels of language proficiency and students’ academic achievement.
14. Be familiar with the state English Language Proficiency assessment
15. Know how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students’ families, and to colleagues.

16. Use multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds and show positive impact on student learning.

17. Apply principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning.

18. Implement appropriate classroom instruction and management principles, processes and practices to foster a safe, positive, student-focused learning environment, including sheltered instruction connected to communities within the classroom and the school instruction.

19. Plan and/or adapt standards-based curricula that is personalized to the diverse needs of each student.

20. Plan and/or adapt student-centered curricula that engages students in a variety of culturally responsive, developmentally, and age appropriate strategies.
Teacher Preparation Standards

1. **Knowledge of Subject Matter:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. **Knowledge of Human Development and Learning:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

3. **Adapting Instruction for Individual Needs:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. **Multiple Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

5. **Classroom Motivation and Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. **Communication Skills:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Instructional Planning Skills:** The teacher plans instruction based upon knowledge of subject matter, students, and curriculum goals.

8. **Assessment of Student Learning:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. **Professional Commitment and Responsibility:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. **Partnerships:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Teacher Education Dispositions

- Attends regularly.
- Meets timeline commitments.
- Dress/Appearance is appropriate and professional.
- Maintains appropriate relationships with peers.
- Scholar-practitioner demonstrates adequate content knowledge that is current.
- Engaged, full participation and takes initiative.
- Maintains confidentiality and is ethical.
- Maintains appropriate relationships with students.
- Committed to and facilitates student’s learning in a safe climate.
- Maintains appropriate relationships with teachers, administration, parents, and community members.
- Respects and advocates for diversity.
- Responds appropriately to feedback and is flexible.
- Written work communicates clearly and accurately, and is in Standard English.
Verbal communication is clear, accurate, appropriate to the situation, and conventions used are standard for speaking situations.

Required Readings and Learning Resources:
- Other required readings as assigned (either handouts or on reserve)

Assignments
The following assignments will make up your final course grade:

1.) Active, positive participation and in-class activities, discussions, and quizzes: 25%
2.) Strategy facilitation: 25%
3.) Strategy handout: 25%
4.) Differentiated lesson plan: 25%

2) Active Participation and in-class activities, discussions, and quizzes: It is essential that you not only attend, on-time, but that you actively participate in all class discussions, activities, and assignments. Attendance will be taken, and unexcused absences, excessive absences, consistent tardiness, or failure to promptly submit all assigned projects will result in reduction of the final grade. Late assignments will be reduced by 5% per day. Should you be ill or have a personal emergency, you must notify me in a timely and professional fashion. *(Meets Objectives 1, 2, 3, 4, 5, 6, 7, 8).*

3) Strategy facilitation: There are many research-based ELL and Academic Language strategies, and we cannot practice them all. You can, however, learn to uses certain strategies as exemplars for your own teaching. This “workshop” approach will help you to not only become very familiar with a strategy, but also give you another opportunity to practice your teaching/leading a class. You will be choosing a strategy from either the ones provided in class from the Schmidt & Ma (2006) and Herrell and Jordan (2008) texts, the GLAD strategies you learned, or, if you have had experience observing or using an ELL strategy in your classroom, you may choose to facilitate one of those instead. After you have chosen your strategy, you will prepare and facilitate a fifteen-twenty minute workshop for your classmates. You must in some way incorporate the ELD standard(s) you are addressing and identify adaptations for various language levels. Your classmates will be your “students,” actively participating in the strategy, and should therefore come away from your facilitation with a better understanding of the strategy and ideas for involving their students in the strategy in their own classrooms. *(Meets Objectives 1, 2, 3, 4, 5, 6, 7, 8)*

Strategy handout: Along with the facilitation of a strategy, you will create a one page handout detailing the strategy presented in class. You will post the handout to the wiki, so all students will have access to a crib-sheet version of the strategies presented in class. Your handout should include the following:

a) Name of strategy
b) ELD standard(s) addressed
c) Language level adaptations
d) Materials needed
e) Description of strategy
f) Steps for how to facilitate this strategy
g) Any other useful information

In all cases, the handout should be attractive, professional and clear enough that your peers are able to easily and effectively use them in their future current and/or future classrooms. **(Meets Objectives 1, 2, 3, 4, 5, 6, 7, 8)**

4) **Lesson plan and reflection:** You will create a lesson plan, including materials and assessments, that is aligned with the ELD and Common Core Standards and that identifies accommodations for each level of English Language Acquisition. **(Meets Objectives 1, 2, 3, 4, 5, 6, 7, 8)**

**Student Behavior:** Please refrain from bringing in food for consumption during class. Beverages are ok. No cell phone use, surfing the net, texting, or otherwise off-task and distracting behavior, please.

**Academic Integrity:**
The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - **Student Code of Conduct Article II-Academic Honesty.**

Using resources to help you design your own lesson plans and units is, of course, acceptable. However, your work needs to be primarily your own. **Cite your sources** if you adapt ideas. Lifting entire lessons, units, or even “chunks” of material is not acceptable. See me if in doubt. Plagiarism in any form is unacceptable and will result in a failing grade for this course and a report to the appropriate university officials

**Nondiscrimination Policy**
The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, disability or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992 and other state and federal laws and regulations. Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in Faculty Staff Handbook (FSH) 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at [http://www.webs.uidaho.edu/fsh](http://www.webs.uidaho.edu/fsh).

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: April Preston, Human Rights Compliance Officer (885-4213); Gloria...
Library Resources (On Campus Classes)
As a UI student, you not only have access to valuable print and electronic resources from the university's library, but you also have the ability to set up a personalized reference appointment with one of the librarians. If you have assignments or research questions and aren't sure how to make the most of library resources, feel free to contact the College of Education liaison librarian with questions: Rami Attebury, 885-2503, rattebur@uidaho.edu. As always, you may also stop by the reference desk anytime Monday to Thursday 9 to 9, Friday 9 to 5, and Sunday 1-9, 208-885-6584, or visit http://www.lib.uidaho.edu for email or IM assistance.

Library Resources (Distance Education/Centers Classes)
As a UI student from outside of Moscow, you have access to valuable electronic and print resources from the university's library. To learn more about using library resources from a distance, visit the library’s Off-Campus Access webpage at http://www.lib.uidaho.edu/offcampus/index.html. Live reference/research assistance is available Monday to Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 5 p.m., and Sunday 1 to 9 p.m. Just call 208-885-6584, email libref@uidaho.edu, text 208-856-0814, or IM from http://www.lib.uidaho.edu. In addition, please feel free to contact the College of Education liaison librarian, Rami Attebury, directly at 208-885-2503 or rattebur@uidaho.edu.
**Bibliography**


UNIVERSITY CURRICULUM COMMITTEE
Add a Course Form

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar’s Office, ctibals@uidaho.edu for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Academic Publications Editor by October 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

<table>
<thead>
<tr>
<th>College:</th>
<th>Education</th>
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<tbody>
<tr>
<td>Department/Unit:</td>
<td>EDCI</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
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<tr>
<td>College Approval Date:</td>
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</table>

### Course Information

**Note:** Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn’t available.

<table>
<thead>
<tr>
<th>Course Subject Prefix:</th>
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<tbody>
<tr>
<td>Course Number:</td>
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<tr>
<td>Course Title:</td>
<td>ENL Methods</td>
</tr>
<tr>
<td>Short Course Title (If the course title is longer than 30 characters):</td>
<td></td>
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<tr>
<td>Course Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Course Description:</td>
<td>In this course, students will learn how to incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards. Students will learn how to measure the level of English Language Proficiency, become familiar with the state English Language Proficiency assessment, and learn how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.</td>
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<tr>
<td>Course Prerequisites:</td>
<td>Intro to ENL</td>
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<tr>
<td>Course Co-requisites:</td>
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</table>

### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

| Add, Drop, or Change of Status: |  |
| Cross-Listed Course(s): |  |
| Joint-Listed Course(s): |  |
| Date the affected Units approved of this change: |  |
Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from an approved participating institution. These students are not required to pay the UI’s tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

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<td>Cooperative Institution:</td>
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<tr>
<td>Rationale for request:</td>
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</table>

**Rationale and Assessment Information**

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

This course will help meet Idaho State standards for teacher endorsement in ENL. This course is different from the currently offered Modern Foreign Language Methods because it focuses on preparing students to teach English Language Learners in K-12 settings and differentiating instruction within the core content in order to meet the diverse learning needs of English Language Learners in public schools. This course will also focus on preparing students to meet the state certification English Language Development and Common Core standards. A new faculty member was hired in 2013 with a position description that includes developing and teaching this and other courses necessary for teacher certification in ENL, so the course can be managed with the current School of Education resources.

**Office of the Registrar Information**

Date Received by UCC Secretary:  
UCC Item Number:  
UCC Approval Date:  
General Curriculum Report Number:  

CONSENT AGENDA  
AUGUST 14, 2014
Minutes

Curriculum & Instruction Department Meeting
May 2, 2014


Minutes

Ingrid moved and Andrea seconded to approve the minutes. Motion passed.

Program Reports

CTE – Allen – Businesss & Marketing position hire is in negotiations in the Dean’s office; updating the FY15 PTE Grant; C&I updates; Assessment System and collection of CTE data; Praxis II; PTE Summer Conference is in June.

Elem Ed – Paul – Social Science search; fall & summer schedule; UI assessment system; focus group results; Advising 101; Praxis II; UledTPA; Endorsements; Complete final dispositions; endorsed a draft endorsement policy; addition to the teacher ed application form.

Sec Ed – John D. – Natural Science endorsement; ENL endorsement; Masters+Cert; Assessment course syllabus; UledTPA results; fall meeting schedule.

Ed Core – Ingrid – Social Science search; Shelley’s resignation; fall and summer schedule; UI assessment system; UledTPA; focus group results; all-college meeting.

Adv Studies – Anne K. – Masters+Cert; doctoral program course rotation; much the same as all other programs; new PC for next year is Melissa McConnell.

Spec Ed – Terry – Focus group results; adding special ed generalist standards; Master’s program handbook; prerequisite policy; specialized internship; approved one applicant for fall.

Secondary English as a New Language Endorsement

This was approved as a 12-credit endorsement; it needs to be 20. Janine has added EDCI 302 plus English Methods and Practicum or elementary literacy methods and practicum.

John D. moved to approve and Ingrid seconded. Motion passed.
Searches

Social Science Faculty

The search committee has made a recommendation to the Dean, who is in negotiations.

Business and Marketing Ed Faculty

The search committee has made a recommendation to the Dean, who is in negotiations.

Financial Tech

Shelley has resigned. A search will be underway soon to hire a new person.

Paul is proposing that we use the position description as laid out in the by-laws.

Summer and Fall 2014

Take one more look and let Teresa know about problems.

Our numbers are a bit down right now.

Endorsements

Elementary Certification with Secondary Endorsement Policy recommendation.

Option C – Special Ed Certification path is not possible, so it will be removed from the draft.

Sally wrote a proposed policy to add an endorsement for someone with an existing Idaho certificate, which was passed at the Elementary Ed meeting, with some word-smithing.

Allen moved to approve. Ingrid seconded.

Can a student do one 30-minute video to go for more than one additional endorsement? Ostensibly, yes. Keep in mind that these are students we are not familiar with, as they are returning for an additional endorsement after being a teacher for a period of time, so we want solid proof before recommending these additional endorsements.

In front of live P-12 students.

Motion passed with four abstentions.

2013 C&I Strategic Plan Evaluation Report

Everyone was asked to contribute to this. Our number of contributors is double last year’s, but only half of what could have been.

Paul shared the narrative evaluation.

Culture & Climate is our biggest need. This is an area we’ll need to work on for next year.
Some ideas have been thrown out at program meetings earlier today. Outside expertise; brown bags; tap into some of Matt Wappett’s work.

Let Paul know if you have ideas for addressing Culture and Climate.

**UI Assessment System**

Make sure your programs have done all the necessary data collection (i.e., focus groups). Everything is due by September 15.

Dan developed a guide for your reference.

**End of Academic Year Travel Funds**

If you overspent, please apply to Paul by giving him your receipts and proof of presentation.

Please let Paul know if you are going to spending money in May, June, or July so that Paul doesn’t redistribute that money.

*Shadow $$$*

Shadow dollars could be used for graduate student travel, as they can earn shadow dollars. Can be used on travel (preferably technology), technology, peripherals, and instructional materials.

**UledTPA Results**

Paul shared the results and Sally’s summary.

**Praxis II Changes**

We’ve discussed this at length and the Elementary Ed meeting. We did discover that they have until August 2015 to finish if they’re taking the old exam.

**Mental Health First Aid**

Teresa reported on the Mental Health First Aid training that she, Twila, and Julie W. attended. The presentation is attached to the agenda.

**Final Words**

**Targhee Move**

Patricia met with us and shared more information.
<table>
<thead>
<tr>
<th>TAB</th>
<th>DESCRIPTION</th>
<th>ACTION</th>
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<tbody>
<tr>
<td>1</td>
<td>IDAHO STATE UNIVERSITY - PROGRESS REPORT</td>
<td>Information Item</td>
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<td>2</td>
<td>PRESIDENTS’ COUNCIL REPORT</td>
<td>Information Item</td>
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<td>3</td>
<td>DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION - ANNUAL REPORT</td>
<td>Information Item</td>
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<tr>
<td>4</td>
<td>AMENDMENT TO BOARD POLICY – SECTION BYLAWS – SECOND READING</td>
<td>Motion to Approve</td>
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<tr>
<td>5</td>
<td>DATA MANAGEMENT COUNCIL – POLICIES AND PROCEDURES</td>
<td>Motion to Approve</td>
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<td>6</td>
<td>SCHOOL DISTRICT DATA SECURITY POLICY</td>
<td>Motion to Approve</td>
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<td>7</td>
<td>PENDING RULE – DOCKET 008-0501-1401 – SEED AND PLANT CERTIFICATION</td>
<td>Motion to Approve</td>
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<td>PROPOSED RULE – DOCKET 08-0111-1401 – REGISTRATION OF POSTSECONDARY INSTITUTIONS AND PROPRIETARY SCHOOLS</td>
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<td>PROPOSED RULE – DOCKET 08-0202-1401 – TEACHER CERTIFICATION</td>
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<td>10</td>
<td>PROPOSED RULE – DOCKET 55-0105-1401 – AGRICULTURE STARTUP AND INCENTIVE GRANTS</td>
<td>Motion to Approve</td>
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SUBJECT
Idaho State University (ISU) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION
This agenda item fulfills the Board’s requirement for Idaho State University to provide a progress report on the institution’s strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board’s Executive Director.

IMPACT
Idaho State University’s strategic plan drives the College’s integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution’s annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS
Attachment 1 – Annual Progress Report

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
Idaho State University (ISU) Annual Progress Report:

Theme: Investment in ISU System

I. Introduction:
- As the state’s only Carnegie research university, Idaho State has educational centers across southeast Idaho, including Idaho Falls, Pocatello, Twin Falls and Meridian. Each of these centers foster excellence in teaching, research and service for the state.
- Integrated support systems and processes: Financial aid, admissions, advancement, academic programs (cost effectiveness)

II. Comprehensive University with a health care mission (Teaching)
- ISU’s academic offerings include more than 275 academic and certificate programs – more than any other institution in the state
  - Early College
  - College Prep
    - Bridge and START programs
  - Certificates & professional-technical education support SBOE’s 60% completion goal and fulfilling industry demands
  - Undergraduate programs support varying backgrounds of students
    - Primarily Idaho students
    - Support Services (Benny’s pantry, daycare, etc)
    - Retention data/graduation
  - Graduate programs in key areas such as health care, energy and education
    - Accreditation (only fully-accredited, University-affiliated residency program)
    - Education

III. Research opportunities support economic development and learning (Research)
- Research grants have direct impact on Idaho’s economy
  - NSF grant = $3.8M
  - NIH grant = $1.8M
  - Naval Research grant = $2.2M
- Nuclear/energy
- Biomedical/isotopes
- Geosciences
- Research licenses/patents
- ISU’s clinical research – leader in health care
IV. Changing lives in Idaho (Service)
- ISU produces health professionals in 8 of top 11 most-needed areas
- Number of patient visits in ISU clinics
  - Last year we offered more than 54,000 patient visits in our 12 health-teaching clinics
- Leader in health care and patient advocacy
- Forefront of health care in state:
  - A&P Lab in Meridian (public/private partnership)
  - Arco Telepharmacy
    - Video (2 minutes)

V. Conclusion: Time to invest in Idaho (and ISU)
PRESIDENTS’ COUNCIL

SUBJECT
Presidents’ Council Report

BACKGROUND/DISCUSSION
President Joe Dunlap, North Idaho Community College President and current chair of the Presidents’ Council, will give a report on the recent activities of the Presidents’ Council and answer questions. The Presidents’ Council last met on August 5th, 2014.

In addition to updating the Board on recent activities of the Council, the Presidents will update the Board on their campus security plans.

ATTACHMENTS
Attachment 1 – North Idaho College  Page 3
Attachment 2 – College of Southern Idaho  Page 13
Attachment 3 – College of Western Idaho  Page 35
Attachment 4 – Boise State University  Page 39
Attachment 5 – Idaho State University  Page 41
Attachment 6 – Lewis-Clark State College  Page 846
Attachment 7 – University of Idaho  Page 853
Attachment 8 – Eastern Idaho Technical College  Page 878

BOARD ACTION
This item is intended for informational purposes only. Any action will be at the Board’s discretion.
In light of growing campus safety concerns, and recent legislation regarding the concealed carry of weapons on college campuses, North Idaho College has implemented the following initiatives:

- Contracting with Coeur d’Alene Police Department for a full time School Resource Officer
- Implementing new all-campus emergency alert software
- Outfitting current security force with ballistic vests

These are in addition to our existing “Campus Emergency Response and Crisis Protocols” which are updated annually and available upon request.
STATEMENT
In an effort to provide a safe and positive educational environment, North Idaho College prohibits the possession or use of weapons on College property or at College activities.

WEAPONS POLICY
Possession or use of weapons (as defined in the associated procedure), including firearms, while upon properties owned or controlled by the College or where College activities occur, is prohibited. Exceptions to this weapons policy exist where authorized by state law or where specifically authorized by North Idaho College. Violations of this policy may result in discipline, including, as applicable, student suspension or expulsion, termination of employment or exclusion from the College. Violators may also be subject to prosecution under applicable laws.
INTENT
It is the intent of NIC’s Weapons Policy to ensure a safe and positive educational environment at North Idaho College. The College prohibits the possession or use of weapons on College property or at College activities, subject to the limitations imposed by state and federal law and as expressly authorized by North Idaho College.

ENFORCEMENT
The Vice President for Student Services or his designee will enforce the Weapons Policy through the Office of Campus Security and/or other law enforcement personnel.

GENERAL PROHIBITION
The possession or use of weapons, including firearms, while upon properties owned or controlled by the College or where College activities occur, is prohibited.
Procedure # 7.04.01

Exceptions
The following situations are exceptions to the general prohibition of weapons at North Idaho College:

1. The lawful possession of weapons by law enforcement officers or officials.
2. Weapons in the possession of North Idaho College security officers while acting pursuant to the express written authority of the Vice President for Student Services or his designee.
3. Individuals required to possess weapons in order to Participate in programs sanctioned by the College.
4. The lawful possession, carrying, or transporting of firearms or Ammunition concealed on a person licensed under section 18-3302H or 18-3302K, Idaho Code, regarding enhanced concealed carry permit holders and qualified retired law enforcement officers.
   A. Individuals authorized under Idaho Code 18-3302H or 18-3302K are not permitted to carry firearms in the North Idaho College Residence Hall, Boswell Hall, or Christianson Gymnasium. Entrances to these facilities will be clearly posted for the prohibition of firearms.
   B. It is unlawful for a person to be under the influence of alcohol or drugs and carry a firearm in a concealed manner.

The Vice President for Student Services or his designee may grant further written exceptions.

PRIVATELY OWNED PROPERTY
Individuals must also comply with all posted signs and occupancy rules on private property being leased and used by NIC.

NIC DAYCARE
All individuals must comply with Idaho Department of Health and Welfare or other applicable authorities regarding the handling and storage of weapons.

EMPLOYMENT
Unless an employee is required by the Vice President for Student Services to carry a firearm as a part of that employee’s job duties, any possession or use of a firearm is not within the course and scope of employment with the College.

VIOLATION
Any College employee, student or member of the public who has been found in violation of this policy may be subject to disciplinary action including, as applicable, student suspension or expulsion, termination of employment or exclusion from the
College. Violators may also be subject to prosecution under applicable laws.

DEFINITIONS
1. Weapon: means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, appears to be or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.
2. Firearm: as defined by Idaho Code section 18-3302H.
3. Ammunition: means ammunition or cartridge cases, primers, bullets, or propellant powder designed for use in any firearm.
4. Concealed: means that the firearm is located on an individual’s body (or immediate extensions thereof such as a purse or backpack), is not readily ascertainable and is hidden from the ordinary sight of another person. A firearm is not concealed when it is viewable by another person, even if the revealing of the firearm is inadvertent and/or unintentional by the carrier.
FAQs for Enhanced Concealed Carry at North Idaho College

NIC leadership remains very committed to maintaining a safe work and learning environment. Threatening use or brandishing of concealed-carry weapons (or any other weapons) will not be tolerated. Please be aware that carrying a legal, concealed weapon is not, in and of itself, a disruptive or threatening act. While concealed-permit holders may have familiarity and be at ease carrying a loaded weapon, it’s asked that they be aware that many people on our campus are not familiar with handguns and are uncomfortable in their presence.

Be advised that the campus is obliged to follow this law to the letter and is not at liberty to enact policies or provisions that violate it. Any changes to the law would have to come through the state legislative process.

This Question and Answer page has been prepared to provide clarification on how the law works on the campus.

Q | What concealed carry guidelines are permit holders required to follow in order to sufficiently conceal a weapon?

Only enhanced concealed-carry permit holders are allowed to carry a weapon on campus. An enhanced concealed-carry permit requires additional firearm training such as instruction on firearms law conducted by a law enforcement officer, instruction on self-defense principles, live-fire training that includes firing a minimum of 98 rounds, and basic concepts of safe/responsible use of handguns.

The law does not define what concealed means, but permit holders must ensure that the weapon is located on the individual’s body (or their immediate belongings, such as a purse or backpack) and is not readily ascertainable. A firearm is not concealed when it is viewable by another person in ordinary observation.

Q | What weapons are covered under the concealed-carry permit?

Only firearms are covered by the statute. A firearm is a pistol, revolver, or other handgun the length of the barrel which, not including any revolving, detachable, or magazine breech, does not exceed 12 inches. All other weapons – rifles, semi-automatic weapons, knives and other edged weapons – are still not permitted on campus.
Q | Who has the authority to ask an employee or student who is carrying a concealed weapon if he or she has the appropriate permit?

Anyone is permitted to ask, but the individual asked is not required to reply unless asked by law enforcement.

Q | What does it mean to “brandish” a weapon? If someone is brandishing a weapon, what actions should be taken?

“Brandishing” is displaying a weapon in a threatening manner. If you see anyone brandishing a weapon, call the law enforcement at 911 immediately and take precautions to protect yourself (evacuate the area or retreat behind a locked door depending on the circumstances).

Q | What responsibility does an enhanced concealed-carry permit holder have to keep his or her weapon absolutely concealed? Are they violating the terms of their permit if someone gets a glimpse of their weapon?

A person with a concealed-carry permit must ensure that their weapon is concealed. If a firearm is partially viewable the authorities will be contacted and the person may be removed from campus. Any brandishing of a weapon is absolutely prohibited and will result in automatic removal from campus.

Q | Can a student who legally possesses a concealed handgun be excluded from the classroom on the grounds that the student’s presence and his or her concealed weapon constitutes a class disruption?

No. The mere act of concealing a handgun with the appropriate permit as authorized by law is not in and of itself a disruption of class activity. Enhanced concealed-carry permit holders should not be excluded from class under any supposition that their presence alone is a “disruption.” Another person’s adverse reaction to someone carrying a handgun in accordance with the concealed carry act is not grounds to eject the permit-holder from the classroom.

However, if the weapon is visible, the student may be removed from the campus/classroom until appropriate personnel have assessed the situation. Contact security with any questions.
Q | Can faculty ask a student who holds a concealed-carry permit to report that status to them?

While faculty can ask a student who has a concealed-carry permit to report that status to them, students are not required to provide this information to a faculty member. Any voluntary reporting of concealed-carry permit status by a student to a faculty member should be done privately. **Faculty should not, under any circumstances, coerce students into complying with their requests or pressure them to answer concealed carry queries.**

Q | Can staff or student employees bring a concealed weapon everywhere on campus?

No. Individuals are not permitted to carry firearms in the NIC Residence Hall, Boswell Hall, Christianson Gymnasium or Lakeside Center (NIC Children’s Center). Entrances to these facilities will be clearly posted regarding the prohibition of firearms.

Q | Can a supervisor request a list of employees who have received a concealed-carry permit?

No. The name of individuals with concealed-carry permits is not a matter of public record.

Q | Are there certain areas of the campus where, due to the nature of the work and/or workspace, an employee or student would be prohibited from carrying a concealed weapon (e.g., labs, daycare centers, and off-campus facilities)?

**General Campus:**

The only places on NIC’s main campus where concealed firearms are not permitted are the NIC Residence Hall, Boswell Hall, Christianson Gymnasium and Lakeside Center (NIC Children’s Center). An individual that is properly permitted may carry a concealed firearm in labs and other classrooms on campus.

**Lakeside Center (NIC Children’s Center):**

The Idaho Department of Health and Welfare separately regulates firearms in daycare facilities. An individual may carry a concealed firearm at NIC’s Children’s Center during drop-off or pick-up of a child. Aside from pick-up and drop-off, staff and parents are not permitted to carry concealed weapons and must keep their firearms in a locked container that is inaccessible to children. Ammunition must be kept in a separate locked container. These rules apply at all times when children are present.
Private Facilities Being Rented by NIC:

Not all locations being used by NIC are owned by the college. Private owners may prohibit the carrying of concealed weapons on their property. Students must first look to see if the building they are entering has signage prohibiting the concealed carry of weapons.

Q | Under what circumstances can a supervisor tell employees they cannot bring a concealed weapon into the office?

There are no circumstances in which issuing this kind of directive would be permitted. Appointing authorities and supervisors may ask all employees to voluntarily not bring legal concealed carry weapons into the workplace, but they cannot require it or otherwise coerce their employee(s) through the workplace relationship to comply with the request.

Unless expressly required to do so by the Vice President for Student Services, the carrying (and use) of concealed weapons by employees is not within the course and scope of employment at NIC.

Q | Can employees bring a concealed weapon to a meeting (e.g., staff meetings, disciplinary meetings, performance coaching/evaluation meetings, trainings, campus resource consultations, and interviews)?

Yes. If the employee has a valid, enhanced concealed-carry permit and the weapon is concealed in accordance with the law. For assistance in any situation of concern, such as a performance review, please contact the Office of Human Resources at Ext. 3304.

Q | If I see someone carrying a weapon on campus, should I call the police?

Yes. The safest course of action is to call the Coeur d’Alene Police by dialing “911,” followed by calling NIC Security at 769-3310. They will respond and make contact with an individual to determine if that person has a concealed-carry permit and is carrying a weapon legally. All concealed-carry permit holders are required to carry their permits on their person if they are also carrying their weapon.

Q | Can concealed carry permit holders bring their gun to a concert, athletic event, or performance?

No. All weapons (including concealed firearms) are prohibited in Boswell Hall, and Christianson Gymnasium. All weapons are also prohibited in the NIC Residence Hall.
Links:

Kootenai County Sheriff’s Q&A on Concealed Carry
http://www.kcsheriff.com/concealedweaponspermits.html

Idaho Attorney General Link FAQ on Concealed Carry

Enhanced License to Carry Statute
http://legislature.idaho.gov/idstat/Title18/T18CH33SECT18-3302K.htm
College of Southern Idaho

Major Emergency Guidelines
For the Emergency Response Team

Revised October 2013
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Notes
College of Southern Idaho  
Major Emergency Guidelines*  
Emergency Response Team  
Revised August 2013

The basic emergency procedures outlined in this guide are designed to minimize local effects of disaster or other emergency situations upon the college and community through appropriate deployment and use of available personnel, facilities, and equipment, and to enhance the protection of lives and property through effective use of CSI campus resources.

Whenever an emergency affecting the campus reaches proportions THAT CANNOT BE HANDLED BY ROUTINE MEASURES, the President, or a designee, may declare a state of emergency and these contingency guidelines may be implemented. There are two general types of emergencies that may result in the implementation of this plan: (1) large-scale disorder and (2) large-scale natural or man-made disasters. Since an emergency may be sudden and without warning, these procedures are designed to be flexible to accommodate contingencies of various types of magnitudes. These procedures apply to all personnel, buildings and grounds operated by the college, to include those outside the college campus. Table-topics and field exercises will be used for training. This plan will be examined annually.

The authority to declare a campus state of emergency rests with the College President or designee.

Under ideal conditions the implementation of this Emergency Response Plan will be in three (3) phases: Advance Warning, Emergency-in-Progress and Post-Emergency/Recovery.

Advance Warning Phase:
- First Person on scene calls 911 or Security x6605.
- Security notifies President’s office.
- He, or his designee, decides whether or not to enact emergency plan.
- If enacted, emergency response team is activated and control center established.
- Planning and communication decisions are made and implemented.
- Appropriate areas notified.
- Essential services personnel are called in or retained.
- Precautionary evacuations are performed.

Emergency-in-Progress Phase:
- Director of Physical Facilities, or designee, maintains communication with Emergency Response Committee and outside safety services.
- Emergency response team activated, if no advance-phase.
- Provide First Aid, as needed.
- Provide Fire suppression, as needed.
- Initiate Damage Control operations.
- Manage employee and student issues.
- Take law enforcement and crime prevention measures as necessary.
• Provide continual feedback to control center.

Post Emergency/Recovery Phase:

• Continue first aid as needed.
• Restore damaged or lost utility services.
• Provide or manage emergency repair of structural damage.
• Remove fallen trees, debris from lines, roads, etc.
• Call back additional personnel.
• Deal with employee and student issues for continued operation of college.
• Provide debriefings for working teams and for employees.

CSI system telephones require power. Please see Page 17 for a list of phones that have direct outside connections. The outside phone lines would work if the power was on outside of CSI.

Types of emergencies covered by the emergency manual are:

• Fire or Explosion
• Reporting injuries and accidents
• Medical Emergencies
• Earthquake, flood, tornado, extreme weather
• Hazardous materials leaks/spills
• Bomb threat
• Crime in progress
• Power failure
• Disruptive persons/events
• Evacuation of persons with disabilities
• Exposure to blood or bodily fluids
• Mental Health Emergencies
• Active Shooter Situation
• Inclement Weather Closure

Details of above can be found at CSI Security web site:  http://www.csi.edu/security

Major Emergency:
Any incident, potential or actual, which affects an entire building or buildings, and/or will interrupt or disrupt the overall operations of the College.

Outside emergency services will probably be required, as well as major response from campus support services, and major policy considerations and decisions will usually be required from Administration. Examples include power outage, fire, snow emergency, bomb threat, hazmat spill, and civil disruption.

Disaster:
Any event or occurrence that seriously impairs or halts the operation of the College.
In some cases mass personnel casualties and severe property damage may be sustained. A coordinated effort of all campus resources is required to manage the situation effectively. Examples include total campus blackout, nuclear disaster, and sustained, severe weather.

Citywide disaster center:
The Gym has been designated by the Red Cross as a care center in the event of a large disaster, provided the gym is not critically needed by the college. **Do NOT use facilities as temporary morgues.**

*Parts of this plan were based on information from the web sites and printed materials of the Twin Falls School District, Idaho State University, Boise State University, Washington State University, and Bucknell University.*

**The First 30 Minutes**
What is done in the first thirty minutes of an emergency is crucial in determining people’s perception of the crisis and how it was handled.

- Have the appropriate person handle the situation. The President, or a designee, should take charge of the situation, implementing the emergency plan.
- The President, or a designee, will notify the emergency team.
- The Emergency Response team will meet in the President’s board room or, in case of power failure, the Meyerhoeffer Building that has generator capability.
- Under the circumstances, define the problem.
- Consider the options; act decisively to ensure the health and safety of students and employees and the protection of property.
- Communicate with employees; keep the news media informed.
- Decide if employees stay on campus and/or students stay in classes.
- Periodically update the students in the classrooms. Avoid having large group meetings.
- The community will be interested. To allay fears and demonstrate competence in handling the situation, get accurate information out through the news media
- Implement an Emergency Assessment and Information Sheet.
- Review tasks and begin plan implementation.
- Coordinate as appropriate with County Local Emergency Planning Team. To activate the LEPC, request them when calling 911.
- Any incident that has a potential for adverse publicity concerning the college should be reported promptly to the President.
- The authority to declare a campus state of emergency rests with the President or his designee.

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**Emergency Assessment & Information Sheet**

Brief description of emergency:
Actions completed:

Who now knows about the emergency?

Assessment of damage or harm:
To people:
   Number of people involved
   How many accounted for
   Injuries
   Evacuation needed?  ____Yes  ____No

To buildings:
   Briefly describe damage:

Further damage potential:

Other facilities at risk:

What do you project will happen in the next two hours?

News media:
   Are media on site?  ____Yes  ____No
   Who?
   How many?

____ Insurance/claims (VP of Administration)
____ Legal (President)
____ Damage Assessment Team Long-Term Follow-up
___ After-hours Phone Tree (CSI first on site)

___ Others

Your name:

Time: Phone Number:

EMERGENCY RESPONSE TEAM

This is the core college-site team that will supervise all Emergency Response efforts. This team will also coordinate the work of sub-teams. The team should consist of, but not be limited to, the
President of CSI, the Executive VP of Instruction, VP of Administration, VP of P&D, Dean of IT, Director of HR, Director of Physical Plant, Public Safety Director, PIO, Dean of Students, Director of Counseling, and Administrative Assistant to the President.

The order of command is: President and in his absence Executive VP, VP of Administration, or VP of P & D. An emergency command center will be established in the President’s Board Room. In case of a power outage, the command center will be set up in the Meyerhoeffer building, which has generator backup.

Check the resources you need (each team member should have a backup designee noted on this list):

___ Emergency Director (President of CSI; backup: Exec. VP)
- Declares and ends emergency;
- In charge of, and initiates, the Emergency Response Team;
- Processes all information, makes all final decisions and directs all media requests;
- Assigns appropriate responsibilities to Emergency Coordinator(s);
- Serves as liaison with, city officials and community agencies;
- Works with Director of Physical Plant and others in assessing emergency and preparing college’s specific response; and
- Directs long-term follow-up as needed.

___ Emergency Coordinator(s) (Exec VP of Instruction; Director of HR) One coordinator remains in Command Center at all times and is relieved by another coordinator.
- Responsible for overall coordination of all campus emergency teams as directed by the President;
- Notifies members of the team, advising them of the nature of the emergency;
- Collects information from these teams for the President (who is doing what, how to contact them and the latest status);
- Sees that all collected information is written for ease in transition from one coordinator to another;
- Coordinates food service as necessary;
- Coordinates procurement of emergency supplies and materials;
- Coordinates employee volunteers as appropriate;
- Exec. VP manages instructional related issues.

___ Facility Emergency Coordinator (Director of Physical Plant; Asst. Dir.)
- Notifies President of emergency;
- Coordinates campus emergency response and resource teams for facilities;
- Takes immediate and appropriate action to safeguard records as necessary;
• If phones are down, establishes, with IT, emergency communication network using hand-held
radios or cell phones;
• Notifies and communicates with emergency agencies as needed, for CSI emergencies and for
community-wide emergencies;
• Assists in use of emergency equipment, handles supplies and manages safe use of available
utilities;
• Surveys critical areas and secures, or cleans up, area as needed;
• Identifies and seals off contaminated areas
• Reports chemical spills and/or releases to appropriate regulatory agency as required
• Controls main shut-off valves for gas, water, electricity, etc;
• Takes preventative measures to minimize hazards that may result from broken or downed
lines;
• Provides equipment and personnel to perform shutdown procedures, hazardous area control,
barricades, damage assessment, debris clearance, emergency repair and equipment
protection;
• Surveys campus facilities for structural damage pursuant to allowing reoccupation
• Assists with claims, record keeping and disbursement as necessary;
• Provides vehicles for movement of personnel and supplies;
• Plans a warning system to be used during a power failure
• Keeps command center apprised of situation.

CSI Incident Commander (Public Safety Director; Security Supervisor)
• Serves as liaison with public safety officials and maintains communication with them

• Takes immediate and appropriate action to protect life and property
* Provides physical security and access control for campus buildings and grounds
* Directs the actions of security teams
* May serve as the CSI representative at the public agency command post as part of the
Incident Command System (ICS)
* Arranges and coordinates required public safety services
* May act either in the field leading CSI’s emergency response efforts, maintaining liaison at
the public agency incident command post or operating out of the CSI Command Center
* Ensures the initiation of the various emergency mass notification systems (siren, group phone
intercom, phone/runner tree and RAVE)
* Coordinates with members of the CSI Safety Committee as necessary
* Keeps the CSI Command Center apprised of the situation
* Serves as the CSI representative to the Twin Falls County Local Emergency Planning
Committee
* Accomplishes an annual review of this plan and communicates updates to team members

Internal telecommunications Communications (VP of Administration; Dean of IT)
• Provides for dissemination of information within college through IT, phone trees, runners,
etc. (including the use of Building Safety Coordinators);
• Manages control to internal IT systems;
• Directs telephone inquiries to PIO, HR or Student Activities as appropriate;
- Works with facility coordinator to establish emergency communication network;
- Keeps command center apprised of situation.

___Human Resources (Director of HR; HR Department)
- Provides for the emotional and psychological well-being of employees, both during and after an emergency;
- Coordinates critical stress debriefing opportunities for employees and teams;
- Monitors their reactions to the emergency and coordinates for employees, with VP of Administration, up-to-date information regarding the emergency;
- Teams with VP of P & D, Advising, CND and EAP (MVRMC Health OCC) to assess and form action plan to assist employees in other areas of need, including on-campus care;
- Coordinates medical assistance for injured employees through Select Health;
- Coordinates next-of-kin notifications if required;
- Provides guidelines for next-of-kin notifications;
- Provides to team an accurate accounting of total number of persons injured, type of injuries sustained, current disposition of the injured, current status of family notifications;
- Assigns an HR staff member to assist dependents of injured employees, such as with insurance, EAP and workers compensation phone numbers;
- Assists with personal identification;
- Provides advice on uses of college human resources or human resource regulations;
- Keeps command center apprised of situation;

___Student Services (Dean of Students & Director of Advising)
- Provides for the emotional and psychological well-being of the students, both during and after emergency;
- Coordinates critical stress debriefing opportunities for students;
- Coordinates, with VP of P & D, availability of available shelter operations;
- Assists in the safety needs of the students;
- Arranges move of dorm residents to other areas, if necessary;
- Keeps command center apprised of situation.

___Medical/Student Health (Dean of Students; Director HSHS)
- May include setting up temporary First Aid Station;
- Coordinates campus emergency medical resources with local operations;
- Maintains liaison with Red Cross medical response personnel, as appropriate; (IRC requires a nurse on site – if they provide medical services);
- Keeps command center apprised of situation.

___Media relations (PIOs)
- Receives and coordinates all media requests;
- Provides for dissemination of information outside the school, under the direction of the President, and issues press releases;
- Designates a central location for meeting of media personnel with college representatives;
- Prepares formal announcements for entire college;
- Keeps command center apprised of situation.
• Assists Public Safety Director in initiating emergency mass notifications

Transportation Coordination (Director of Physical Plant and VP of Administration)
• May include transportation of employees and students to safe areas;
• May include transportation of emergency team members to and from homes;
• May include use of Trans IV;
• Keeps command center apprised of situation.

College Conversion to Public Shelter (VP of P & D and Director of HR)
• During major city wide or area emergencies, the President will determine if possible or feasible to have the college available as a mass care center;
• Emergency facility use will not commence until the primary responsibilities of student welfare and safety have been resolved;
• If the college is needed during school hours, dismiss all classes and release students, unless the emergency does not allow such action;
• Some employees may be asked to stay on-site and help prepare the school to serve as a first-aid station or care center;
• If the school is needed after school hours, the President will be notified at home;
• The President, or a designee should alert needed employees, using the phone tree;
• The President and PIO will provide information to the news media indicating the affected on-campus buildings;
• Coordinates with Red Cross and other supporting agencies, including LEPC;
• Coordinates with HR and Dean of Students, the care of employees and students who may be stranded, or staying, on campus;
• Keeps command center apprised of situation.

Food & Housing service (VP of P & D)
• May include mass care;
• May include employees and students on campus;
• May include emergency teams;
• Keeps command center apprised of situation.

Dorms (Dean of Students and VP of P & D)
• Coordinates use of dorms for student care, or as appropriate, other mass care;
• Keeps command center apprised of situation.

Recorder (Administrative Asst to President; Administrative Assistant, HR)
• Stays with the President and keeps notes as to what transpires throughout the day;
• Acts as a reminder to the President and creates documentation for reference and later review of team process.

Safety Committee Members
• Assists in safety training in buildings prior to emergencies;
• Serves as telephone tree, or runners, during work hours.

Damage Assessment Team (Director of Physical Plant)
• Assesses damage to college facilities;
- Keeps command center apprised of situation.

___Risk Management (VP of Administration)
- Notify insurance underwriters and appropriate state offices of disaster;
- Identifies property damage and assigns values.
Protocol for Security Responses to the Dorm (Eagle Hall)

There are several reasons why a security response would be required to the Dorms: the normal walkthroughs, a medical call, request for assistance from a law enforcement agency, a reported drug or liquor violation, a reported mental health emergency, a fire/trouble alarm, a request to admit a resident to his/her room, or other reported criminal/disciplinary issues. Each of these issues requires an appropriate response and adequate documentation from CSI Security as follows:

1. Fire Alarm
   a. Respond as in any other building – ensure that occupants have evacuated
   b. Go to the main fire panel and ascertain the source of the alarm. The fire annunciation panel adjacent to the front doors should be checked first for the location of the alarm in the building.
   c. Determine if there is fire or smoke or other indication of what created alarm
   d. If no fire/smoke/odor, call alarm company or Fire Dispatch to cancel fire department response – silence audible alarm
   e. Determine which smoke detector was activated – blow out (air can is in the office) or replace unit as necessary
   f. If Fire Department arrives allow them to reset the fire panel – Security will reset only if Fire Department does not respond and it is assured that there is no evidence of fire or smoke.
   g. Allow occupants back into the facility
   h. Document alarm and its disposition on the fire alarm clipboard, a blotter entry and if there was actually a fire - in the Crime/Fire Log and an entry in the Judicial Action system

2. Medical Call
   a. Ascertain medical status of victim – provide first aid as required
b. Request EMS response if indicated by victim’s condition (determine whether a call to 911 has already been made)

c. Assist EMS personnel as needed

d. Provide transportation to Physician’s Immediate Care or to St. Luke’s only for minor medical issues. Do not transport for any potential life threatening issue

e. Document the incident on a formal Incident Report and enter it into the Judicial Action System by the end of your shift

3. Request by Law Enforcement for Assistance

   a. Provide requested assistance if possible

   b. Notify Dorm Resident Manager (RM) and/or Resident Assistants (RA) if available. If they are not available contact the Security Supervisor or Director of Public Safety for specific guidance.

   c. Ascertain all pertinent information as to the purpose of the request, the subject of the request, the officers’ identity and a case number if available.

   d. Prepare at a minimum a blotter entry and more likely a formal Incident Report depending on the type of issue involved.

4. Reported Drug Violation

   a. Interview the reporting party – try to determine the probable cause for believing that a drug related violation has occurred

   b. Advise RM and/or RAs as appropriate. Enter a resident’s room only with the RM or RA unless an emergency situation exists

   c. If drugs are present or there is a reasonable belief that they are or have been present, immediately contact TFPD for assistance

   d. Obtain names of all parties involved

   e. Attempt to isolate the incident and request that all parties remain until the PD arrives. Have them remain outside of their room if at all possible in order to preserve any evidence

   f. Do not utilize physical force to detain parties

   g. Try to retain a chain of custody for any illegal substances found and release to law enforcement
h. A search of a resident’s room should only be conducted with the RM or RA present and then based upon probable cause that an illegal activity is ongoing in the room. If time permits contact the Security Supervisor or Public Safety Director for guidance.

i. Document this action completely in a formal Incident Report and enter it into the Judicial Action System

5. Reported Liquor (Disciplinary or Law) Violation – Not all alcohol disciplinary violations will involve Security. Security should always be notified, however, in the case of illegal activity e.g. underage drinking. In either case a Judicial Action report must be prepared either by the Dorm Director or Security.

a. Interview reporting party and any other individuals with information on the issue.

b. Minors under the age of 21 possessing, drinking or being under the influence of alcohol is a crime – call for TFPD assistance immediately

c. Confiscate any alcoholic beverage obtained and release it to the PD as evidence.

d. Search a resident’s room only in the presence of the RM or RA (except in emergency circumstances) and on sufficient probable cause.

e. If the individual(s) possessing the alcohol are 21 (obtain identification from all subjects) or older they need to be told that alcoholic beverages are not allowed on the CSI campus, the alcohol is to be poured out or removed from the campus by the individual(s). Ensure that sufficient information is obtained for a subsequent report

f. If the individual;(s) attempt to leave the campus by car the license plate information and a description of the car needs to be furnished to TFPD Dispatch for their follow-up action.

g. In any case if the individuals are not cooperative or exhibit signs of public intoxication the PD should be immediately called for assistance.

h. Prepare a formal Incident Report and enter into the Judicial Action System

6. Mental Health Emergency
a. Interview the reporting party, victim and other individuals having information on the issue. Always try to work with the RM or an available RA.

b. Contact TFPD or Emergency Medical Services for assistance as needed

c. Transport the victim to a medical facility only in extreme cases where no other means of transportation are available. Consult with Security Supervision should this occur.

7. Request for Resident to be Let Into Room
a. The preference is for the RM or RA to perform this function if available. If no Dorm staff is available to perform this function Security may open the door for the resident if they can produce some evidence as to ownership of the room (Driver’s License, Student ID, something with their name on it inside the room, etc. If the occupant requesting entry cannot produce any form of identification to verify that they live in that room Student Activities can be contacted for assistance in verifying the individual.

b. This activity should be documented via a blotter entry

8. Any report of a missing student living in the Dorm should be brought to the attention of the Security Supervisor and the Public Safety Director immediately. There are specific actions that must be initiated in such cases.

9. All incidents at the Dorm must be thoroughly documented in most cases by a formal Incident Report and then entered into the Judicial Action System. The Security Supervisor or in her absence the Public Safety Director should be immediately apprised of any significant incident involving the Dorm or its residents.

10. The decision to trespass a student from the dorm should be made by either the Dorm Director or the Dean of Students. Decisions regarding non-students will be handled by Security. If the decision is made to trespass an individual from the Dorm ensure that an official Trespass Notice is issued and determine whether the trespass should cover only the Dorm or the entire CSI campus. Guidance for this action should always be obtained
from the Security Supervisor or the Public Safety Director (especially in the case of a student being evicted from the Dorm).
BOMB THREAT MANAGEMENT PLAN

A. Receipt of Threat
   a. Bomb threats may be received in various ways, although the majority are
      received by telephone. It is very important to compile as much information as
      possible from the caller.
   b. The questions contained in the CSI Emergency Procedures Manual Bomb Threat
      section shall be utilized to gather and record critical information from a
      telephoned threat.
   c. There are two primary reasons why a bomb threat is made:
      i. The caller has knowledge or believes that a bomb has been or will be
         placed and wants to minimize injury and property damage.
      ii. The caller wants to create anxiety and panic that will disrupt normal
          activities. The vast majority of calls are of this type and are false but no
          bomb threat can be discredited without an adequate investigation.
   d. The person receiving the call should not discuss it in their work area. They should
      immediately notify CSI Security at X6605. CSI Security will then notify local law
      enforcement and appropriate CSI officials who are members of the Emergency
      Response Team.

B. Command Center
   a. Upon receipt of a bomb threat, CSI Security shall notify the members of the
      Emergency Response Team to assemble in an appropriate location outside of the
      emergency impact area to initiate the implementation of the protocol contained
      in the Major Emergency Guidelines (Revised October 2023) document. This
      location would be the President’s Board Room unless the emergency impact
      area includes this building.

C. Threat Assessment
   a. In determining the optimal course of action, all of the information concerning
      the threat must be considered. The U.S. Department of Homeland Security
      categorizes threats as Low-Risk, Medium-Risk and High-Risk. All bomb threats
      must be taken seriously and carefully analyzed.
      i. Low-Risk: This type of threat lacks realism. The probable motive is to
         cause disruption. The threat is vague and nonspecific. The information
         contained within the threat is inconsistent, implausible, or lacks detail.
         The caller might be known and/or has made previous threatening calls.
         The threat was discovered rather than delivered (e.g. a threat written on
         a wall).
ii. Medium-Risk: There is an increased level of realism and/or specificity. This is the type of threat that could be carried out, although it may not appear to be entirely realistic. The threat is more direct and feasible. Wording in the threat suggests that the perpetrator has given some thought as to how the act will be carried out. The threat may include indications of a possible place and time. There may be some indirect reference indicating that the perpetrator has taken some preparatory actions. There may be some indication that the perpetrator has details regarding the availability of components needed to make a bomb.

iii. High-Risk: This threat is very specific and realistic. The threat poses an immediate and serious danger. The threat is direct, specific and realistic. The threat language may contain names of victims, a specific time for detonation and/or a location of the device. The perpetrator may provide his/her identity or group affiliation. The threat suggests that concrete steps have been taken toward carrying out the threat. The perpetrator may make statements indicating that they have practiced with explosives/weapons or have had an intended victim(s) under surveillance. The perpetrator may display significant knowledge of the campus and its facilities. This level of threat would include those where there is a very short time frame given until stated detonation.

b. Other questions should be asked/answered when conducting a threat assessment:
   i. Have there been any national or local bomb incidents or threats in the recent past?
   ii. Has a hostile student, staff or faculty member been disciplined, suspended or terminated recently?
   iii. Have any rumors been circulating concerning any individual connected to the campus threatening to harm others?
   iv. Has the campus received any recent correspondence from an individual who has complained or was angry about any campus issue?

D. Decision Making
   a. Based upon an analysis of all available information as described above, administration officials have five possible alternatives
      i. Conduct a low profile (covert) search of the exterior grounds and general building areas with security and other designated personnel.
      ii. Conduct a more comprehensive (overt) search having all staff/faculty members search their work areas in addition to the search of the public areas and grounds.
iii. Search with a partial evacuation of only the alleged impacted area.
iv. Evacuate after the search is complete.
v. Evacuate immediately

b. The actions taken as described above should be taken in number order based upon the results of the threat assessment; e.g. D(a)(i) should be considered for Low-Risk threats and then D(a)(ii) through v for threats ranging from Medium to High.

E. Searches

a. The decision to search and the scope of the search should be determined upon the level of risk (Low, Medium or High) and the amount of time given by the caller for the bomb to detonate.
b. If the threat is High on the risk scale and only a short time given until the alleged detonation, it is advisable to get everyone out of a targeted building/area with only the exit routes being searched by security personnel.
c. If the threat is of a lower risk and sufficient time is given either a covert search of the targeted premises should be conducted by CSI staff (Security Maintenance and Building administrative staff) or an overt search by faculty/staff in their respective work areas.
d. In conducting a search (or when staff/faculty are scanning their work areas) they should be looking for anything that is suspicious (doesn’t belong in the room/area, wasn’t there earlier in the day, looks out of place to be in that area/room, etc.)
e. An area being searched should be divided into three levels of examination to ensure a complete sweep; from floor to waist level, waist to chin height and then chin height to the ceiling.
f. If a suspicious object is identified during a search, it must not be touched, tampered with or moved. CSI Security or law enforcement on scene should be notified immediately with the object’s location and a description. Cell phone and two-way radios should not be utilized in the immediate vicinity of a suspicious object. A search should continue even of one suspicious object is identified as it may not be the only device planted in the area.
g. Searchers should not change the environment in the area/room being searched. Do not turn off or on water, gas or anything utilizing electricity.

F. Evacuation

a. The decision to evacuate will be the responsibility of CSI administration. Law enforcement will, however, make recommendations as to the timing and scope of an evacuation.
b. The decision to evacuate is based upon many of the same factors that are discussed above under the topic of Searches: the threat assessment, time availability and scope of the threat (one building or the entire campus).

c. If a full or partial evacuation is ordered Security will search evacuation routes to determine their safety prior to any evacuation.

d. The decision as to evacuation will be transmitted to the affected campus population via the RAVE Emergency Communication System, the CSI Campus Alert Group Phone System and/or the Emergency Situation Phone/Runner Tree.

e. The order to evacuate shall include the instruction that all evacuees shall remove all personal items, e.g. purses, backpacks, bags, etc.)

f. The incident will be declared over only after a threat assessment is complete and analyzed, a search has been conducted with negative results, an evacuation (if ordered) has been accomplished, a sufficient timeframe has elapsed since the stated time for the item to detonate and any law enforcement investigation has been concluded. CSI administration will again make this decision with law enforcement input/guidance.
COLLEGE OF WESTERN IDAHO

Board Policy 4340 Safety
Adoption History: 2/21/12; revised 10/16/12; revised 2/4/13; revised 7/15/14
Implementation: AP4341 Campus Disruptions and Violence; AP4342 Firearms and Weapons; AP4343 Incendiary Devices, Explosives and Fireworks; AP4344 Identifying Workplace Hazards; AP4345 Correction of Workplace Hazards; AP4346 Hazardous Materials Communication; AP4347 Injury and Illness Prevention; AP4348 Injuries and Illness Reporting

The President shall establish administrative procedures to ensure the well-being of students, employees and the public as well as proper stewardship of college assets. These procedures shall prohibit the possession or use of weapons on the College of Western Idaho (CWI) property or at CWI activities by students, faculty, staff or visitors except for authorized law enforcement officers, authorized campus security officers, and persons exempt under Idaho State law. “Persons exempt under Idaho State law” means any person licensed to carry a concealed weapon under Idaho Code Sections 18-3302H or 18-3302K.

Administrative Procedure 4342 Firearms and Weapons
Board Policy 4340 Safety
Adoption History: 7/15/14
References: Idaho Code Title 18, Chapter 33; Title 18 U.S. Code, Sections 921, 926 and 930; Idaho State Board of Education Policy (Section I, Subsection R - Campus Safety)

Definitions:
- Weapons: These include firearms, knives, explosives, or other items which are capable of inflicting serious injury.
- Properties owned or controlled by the College: These include all College owned or leased buildings and surrounding areas such as sidewalks, driveways and parking lots. This policy applies to those operating College vehicles, regardless of whether they are on College property at the time.

Procedure: The possession, wearing, carrying, transporting, or use of weapons, including firearms, while upon properties owned or controlled by the College of Western Idaho (CWI) or where CWI activities occur, is prohibited, except for authorized law enforcement officers, authorized campus security officers, and persons exempt under Idaho State law. “Persons exempt under Idaho State law” means any person licensed to carry a concealed weapon under Idaho Code Sections 18-3302H or 18-3301K. Because weapons are capable of inflicting serious injury and pose a clear risk to persons and property, violations of this policy may result in suspension or termination from CWI and prosecution under appropriate laws.

Violations: Possession or use of any unauthorized weapon on College property or during College activities is a violation of this policy. Such violation may result in disciplinary action up
to and including suspension or termination from CWI and prosecution under appropriate city, state, or federal laws.

**Individual Exceptions:** Prior specific written permission from the Director, Facilities Management to bring any weapon on campus may be obtained for certain activities or legitimate purposes, i.e., class projects or demonstrations, or displays of antique firearms or art objects.

**Program Exceptions:** Some students or instructors regularly use tools which fall under the definition of weapons. Such tools, when applied directly to a legitimate use in College programs, are exempt from this policy. Questions are to be directed to the Director, Facilities Management.
Frequently Asked Questions (FAQ’s):

- **What type of permit does someone need to hold in order to carry a weapon legally on campus?**
  - On March, 2014, The State of Idaho passed SB 1254 into law. This law permits individuals who are qualified retired law enforcement officers under Idaho Statute 18-3302H, or who hold an “enhanced” concealed carry license under Idaho Statute 18-3302K, to legally carry concealed weapons on campus.

- **What is considered “concealed” in terms of weapons?**
  - A “concealed weapon” means a weapon which is carried upon one’s person and is not in plain view or discernable by ordinary observation.

- **Where does a weapon need to be in order to be legally considered “concealed”? Can a weapon be in a backpack or purse, or does it need to be directly on a person’s body or within reaching distance of the person?**
  - The law does not expressly state where a weapon needs to be in order to be considered “concealed.” As noted above, the weapon cannot be in plain view or discernable by ordinary observation. Further, the weapon must be on the license holder’s person or in close proximity as to be readily accessible for immediate use. It is CWI’s position that this means that the weapon must be on the license holder’s person or within reaching distance such as in his or her purse, backpack, book bag, or jacket or other clothing.

- **What constitutes an unconcealed firearm?**
  - If any part of a concealed weapon is in plain view or discernable by another person by ordinary observation, the weapon is not considered concealed. This may be a violation of the law and is a violation of CWI policy. Campus security should be notified when a person has failed to conceal his/her weapon.

- **What should be done if it is suspected someone is carrying a concealed weapon?**
  - If you suspect someone is carrying a weapon, but there is not a perceived threat and the weapon is not visible, then there is no need to take any actions.

- **What should be done if someone feels intimidated by any person they believe is carrying a weapon?**
  - If there is not an immediate threat, we would ask you to contact campus security; if there is an immediate threat, then you should contact 911.

- **Will CWI have armed security officers?**
  - No—CWI will not have armed security guards. Your safety is of the utmost importance. If you feel you are in imminent danger, please call 911. Please report other concerns to campus security, who will call the police if necessary.

- **Is there going to be a storage location for weapons?**
  - No—CWI will not have a storage facility on any of the campus locations. Individuals choosing to concealed carry will be responsible for weapons and their concealment at all times.

- **What is campus security’s role?**
  - Campus security will work with police to determine if a student, staff member, faculty or visitor on campus is lawfully carrying a weapon. They will also escort individuals off campus and work with local law enforcement officials, as needed.

- **When should someone call the police and who should call the police?**
  - If someone suspects a violation, they should alert Campus Security, who will contact local police. In an emergency, you should always contact 911.
If I live in the Aspen Creek apartments can I possess a firearm, if authorized to do so under state law?

- The Aspen Creek Apartments are not affiliated with CWI. Anyone wishing to possess a firearm at this location will need to be authorized under state law and will also have to follow their tenant agreement for such.

Can I carry my concealed weapon on the premise of any buildings leased to CWI (this includes space at the Boise State University Campus, the Aspen Creek Business Park and the Black Eagle Business Park)?

- Currently these locations do not have language in their lease agreements with CWI that prohibits the legal carrying of a weapon on their premises. CWI allows licensed persons to carry a concealed weapon on property leased by CWI.

Enhanced Carrier Specific Questions:

- Can a weapon be stored in a vehicle? If so, how?
  - If you are authorized to carry a concealed weapon under Idaho state law and CWI’s weapons policy, you may transport a firearm in your personal vehicle if the firearm is on your person and is concealed. If you store your weapon in your vehicle, it must be concealed and either disassembled or unloaded. Open carrying, even in a vehicle, is not permitted.

- Does a student, instructor or staff member have to inform College administration when they are carrying a concealed weapon?
  - No – Under the law, carrying a concealed weapon does not need to be reported to CWI personnel. However, a carrier must present appropriate credentials when requested to do so by law enforcement personnel or campus security.

- As a student, instructor or staff member who is authorized to carry a concealed weapon on campus, am I allowed to carry my concealed weapon during my practicum or clinical hours at any offsite clinic?
  - Any separate business entity has likely established a policy regarding the use or carrying of weapons at their location. The policies of that organization or business entity apply as to whether concealed firearms are, or are not, permitted to be carried on their premises.

  - If I am able, under the law, to carry on campus, can I keep my firearm in my office desk?
    - No – This would not meet the legal requirement of the firearm being “readily accessible for immediate use.”

*Notes:

- Conceived carry and enhanced carry licenses are different. An individual must be a qualified retired law enforcement officer under Idaho Statute 18-3302H, or have an “enhanced” concealed carry license under Idaho Statute 18-3302K, in order to legally carry a concealed weapon on campus.
- Federal and state laws differ on weapons laws and can be prosecuted separately as such. It is up to a licensed permit carrier to know their responsibilities and rights under state and federal law.
- FAQ’s will be updated as needed to reflect questions directed to CWI Administration.
The mission of the Boise State University Campus Security Department is to serve the campus community with professionalism, integrity and respect. We are committed to provide a safe and secure environment for students, staff, faculty and visitors.

The Campus Security and Police Services Department intent is to transition from an unarmed security department to a public safety department with armed security officers due to recently passed legislation allowing guns on campus. Currently the department is made up of an Executive Director, Security Analysis and Threat Assessment Manager, Security Analyst, Emergency Manager, Security Operations Manager, Senior Security Officer Supervisor and seven full-time Senior Security Officers. The transition will be implemented in three phases and is estimated to be complete by Fiscal Year 2018.

The first phase will focus on leadership, policy and infrastructure development. The second and third phases will incrementally develop the program through increased security officer staffing, training and logistical assets. Once the transition is successfully completed the security department will have the necessary resources to provide a safe and secure campus in an ever-changing environment.

PHASE I - BUILD THE PROGRAM – Leadership and Structure
Fiscal Year 2015 (July 2014 – June 2015)

The first year of transition will focus on building the leadership, policy and structure of the department. At this phase, the security officers will not be armed. Management will write policies and procedures which will guide the department toward its future goals. Professional staff will continue to build emergency management and campus security programs to form a comprehensive public safety operation. That operation will initiate a controlled transition into an armed security capability. During the early stages of this period, the major areas of development will focus on building campus security, event security and emergency management programs. This transition will require extensive research, development and approvals of policies, procedures, manuals and training programs for building a unit within an existing unarmed security operation that will have authority and training to carry firearms. The security department will also research and begin procurement of equipment and supplies required to train, equip and arm security officers.

The changes included in Phase I will provide the leadership and assets necessary to begin the transition to an armed security force.

PHASE II – TRANSITION THE PROGRAM
Fiscal Year 2016 (July 2015 – June 2016)

The second phase of transition will continue to build the department through additional staff hiring. The security department will initiate a process to train and certify qualified candidates to carry firearms while on duty. Completed and approved policies and procedures will support the initiation of this
training phase. During this period, procurement of approved firearms, ammunition and tactical equipment will be required.

The department will focus on adding positions needed in emergency management and security. These include a Security Compliance Specialist, Senior Security Officer Supervisor and six additional Senior Security Officers. These positions will complete the transition in staffing growth for the department. The additional capacity is required to provide the University with appropriate response to security threats, preventative safety measures and emergency preparedness.

Additionally, the department will need to procure equipment and training to provide adequate resources to respond to weapons on campus. Additional equipment that will be needed include ballistic vests, firearms and accessories, 700 MHz radios and a new security vehicle. All armed security officers will be required to successfully complete weapons carry certification.

**PHASE III – COMPLETE PROGRAM TRANSITION**  
**Fiscal Year 2017 (July 2016 – June 2017)**

The third phase will see the implementation of the steps prepared for in the previous stages, and allow for assessment and revisions to the program as needed. The new security program will staff at least one armed and one unarmed officer 24-hours a day, seven days a week, with increased staffing during peak times. Boise Police Department will continue to provide law enforcement response as well as a dispatch and investigations service. The end result of this complex transition from a security department to an armed public safety department will be to provide the best security and safety operation. This transition will produce a more comprehensive and robust coverage of our campus and events on campus for our students, faculty, staff and visitors.
MEMORANDUM

TO: Idaho State Board of Education
FROM: David Alexander, General Counsel
DATE: August 5, 2014
SUBJECT: ISU Campus Security Plan

PRIVILEGED AND CONFIDENTIAL

The Board has requested a discussion of campus security plans during the August board meetings. Please accept the following memorandum and the attached documents as ISU's submission.

To comply with the SBOE policy on campus security plans, ISU has created a series of documents that collectively provided the guidance essential to ensuring the security of campus and our constituents. These documents include ISU's Policies and Procedures, ISU Public Safety Operations Manual, and ISU Clery Report. Our security plans have been recently reviewed and certified by the Idaho Chiefs of Police Association (ICOPA).

The Operations Manual was thoroughly revised in recent months to prepare for the audit by ICOPA, a professional organization representing Idaho's law enforcement agencies. ISU's Public Safety Office, although it is not a law enforcement agency, requested the ICOPA audit of its operations, policies, and procedures. It is principally by means of such audits that ICOPA certifies that a law enforcement agency operates according to the highest standards.

Attached as Exhibit 1 is the letter received July 7, 2014, recognizing Idaho State University Public Safety as an ICOPA Accredited Agency. ISU is believed to be the only entity not a law enforcement agency to be granted this distinction.

Also attached are a draft of Idaho State's Annual Security and Fire Safety Report (the Clery Report), and a copy of the Operations Manual, which together constitute a more accurate statement of existing security arrangements than would a formal security plan.

The Clery Report, attached as Exhibit 2, covers the following areas of interest to campus security planning:

- Department Of Public Safety Description And Mission Statement
- Campus Policing, Security Policies And Interagency Cooperation

ISU is an Equal Opportunity Employer
Reporting Crime And Other Emergencies
- Missing Persons Policies and Procedures
- Monitoring And Recording Criminal Activity At Off-Campus Locations
- Access To Campus Facilities
- Security Considerations In The Maintenance Of Campus Facilities
- Timely Warnings of Emergencies
- Emergency Response And Evacuation Plan
- Crime Prevention And Safety Awareness
- Substance Abuse Policy
- Sexual Assault And Violent Crimes, Prevention And Response
- Workplace (Campus) Violence Prevention
- Campus Fire Safety
- Housing Fire Systems
- Fire Systems for All Other ISU Buildings
- Fire Safety Policies
- Fire Safety Equipment And Smoke Detectors
- Fire Evacuation Procedures And Drills
- Fire Safety Training And Education
- Reporting A Fire
- Plans For Future Improvements In Fire Safety

The Public Safety Operations Manual, attached as Exhibit 3, includes detailed information for the use of ISU's Department of Public Safety, including:

- General Orders (Chapter I) including employee responsibility and job descriptions, relationships with local police departments, and organizational structure; safety escorts and transportation of civilians; detailed procedures for responding to specific security issues, such as mission persons, bomb threats, fire alarms, hazardous materials, service of warrants and civil process; and searches and seizures;

- Administration of the Public Safety Office (Chapter II), including disposition of cases submitted to local jurisdictions for prosecution, and policies for issuance of citations;

- Operations (Chapter III), including use of force, use of firearms, arrests, citations, and diversion; patrol procedures; nuclear reactor security; animal control; alcohol and illegal drug policies and procedures; emergency vehicle operations, including policies for pursuits, traffic stops, DUIS, vehicle inspections, and handling of stolen vehicles; handling of prisoners; accident investigations; criminal investigations; evidence processing; handling of informants; hostage situations; and protection of visiting dignitaries;

- Training (Chapter IV);

- Communications (Chapter V), including dispatching of calls (ISU's Public Safety dispatchers are integrated with the Bannock County dispatch system); communication security; the emergency messaging system; notification of public utilities, fire departments, and highway department when required;
• Special Programs (Chapter VI), including citizen ride-alongs, community service officers, community policing and crime prevention; victim and witness assistance; coordination with social service agencies; and special events; and

• Equipment (Chapter VII).

ISU's Policies and Procedures for Public Safety, which are currently undergoing a complete review and rewrite, include the following:

• emergency response and recovery plan
• hazardous waste policies
• plans for dealing with pandemic influenza
• parking; emergency evacuations
• locking and unlocking procedures for campus buildings
• bomb threats
• Bengal Card access control
• harassing phone calls
• animals on campus.

ISU recently updated its firearms policy to comport with the Board policy adopted following passage of Idaho Code Section 18-3309. ISU’s policy ensures compliance with the often-conflicting requirements of the new law and other federal and state laws and regulations. A copy of the ISU firearms policy is attached as Exhibit 4.

The ISU Public Safety Office is currently preparing for a national Emergency Management accreditation audit scheduled for February 2015.

Additional information relating to crime prevention, personal safety, and incident reporting can be found on the Public Safety website, http://www.isu.edu/pubsafe.

Please advise whether you require additional information.
This Operations Manual is prepared to inform employees of Idaho State University Department of Public Safety of the operating rules, policies and procedures of the Department. While it is intended to be as complete as possible, it is not inclusive and properly adopted and approved rules, policies and/or procedures may be omitted but still be operational as if they were included. Any rule, policy and/or procedure, including rights, obligations and benefits arising here from or pertaining hereto, may be altered, amended and/or deleted from time to time at the discretion of the Director.
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## PROGRAMS

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PURPOSE AND SCOPE

The purpose of this document is to establish the responsibilities and authorities of the ISU Department of Public Safety. This procedure is applicable to all employees of the ISU Department of Public Safety. The Mission Statement, Code of Ethics and Oath of Office are posted in the squad room entrance. Copies of the signed forms will be filed in the employee’s personnel file.

MISSION OF THE IDAHO STATE UNIVERSITY PUBLIC SAFETY DEPARTMENT

The philosophy of Idaho State University is that the requirements of security on campus can best be met through the public safety concept. This concept establishes the responsibility of the Department of Public Safety as ensuring the campus is a safe place for all its personnel. The Department of Public Safety takes advantage of new technology in fulfilling security, fire protection, and industrial safety requirements.

The ISU Department of Public Safety is charged with campus security and public safety in its broadest sense. The Director of Public Safety is charged with developing the policies and procedures for carrying out the University Public Safety Program. (The Director will report directly to the Vice President of the Facilities Services.) A Safety Committee is established to assist in the development of policy. The Committee will be advisory to the Director of Public Safety, the Administration, and the Academic Community in matters concerning public safety.

The mission of the Department of Public Safety is (1) to provide a peaceful and secure environment from the threat of physical harm, property loss, and disruptive activity; and (2) to promote mutual cooperation and conflict resolution in establishing a positive social atmosphere in which effective learning can take place.

The ISU Department of Public Safety will maintain a close liaison with appropriate off-campus agencies and organizations to assure a close working relationship for response to crises in any form. It is charged with the development and maintenance of a communication system which shall be readily available at all times to all segments of the college community in time of emergency. Further, this communication
system should facilitate rapid response on the part of the ISU Public Safety officers as well as provide an efficient mechanism in calling for assistance from allied agencies.

The ISU Department of Public Safety will maintain, as a high priority, a program of continued advancement in security training for all members of its Department and will require a high level of training in all elements of public safety for its officers.

The ISU Department of Public Safety is not a law enforcement agency. It will rely on the Pocatello Police Department to provide law enforcement authority to enforce the laws of the State of Idaho and City Ordinances on University property within the city limits of Pocatello. Agreements between the Pocatello Police Department and the ISU Department of Public Safety will establish response and jurisdictions of specific incidents.

**WE VALUE PEOPLE**

We believe that we are primarily responsible for our future and the future of Idaho State University. The University is people—not computers, programs, or machinery. What we as people do, how well we do it, and our motivation to do it is all Public Safety and the University has to offer our customers. Mutual trust in our judgment and ability as members of this University—making each other successful is what it's all about.

Our collective strengths can profoundly influence our success as an organization. These strengths include assertiveness, creative positive thinking, conscientiousness, initiative, persistence, and an overriding concern for the safety and wellbeing of our fellow employees, students, and the public. To help ensure the success of Public Safety and the University, each of us at every level must continually strive to make ISU the best it can be by our individual efforts and by helping our fellow employees do likewise.

To test if we are helping our fellow employees and ourselves reach our full potential, there are three simple questions each of us should continually ask:

* **Am I doing everything possible to support my fellow employee** (i.e., by providing recognition, praise, constructive criticism, communication, job satisfaction)?

* **Am I doing everything within my position to help provide employees with a supportive work environment and equitable material incentives** (i.e., training, compensation)?

* **Am I doing everything possible to maximize my own potential** (i.e., by doing more than required, seeking more responsibility, pursuing training and educational opportunities, being innovative)?
WE VALUE INTEGRITY AND ETHICS

We believe that integrity and ethics are the cornerstones of everything we do. We demonstrate and reinforce our belief in these qualities by conducting business honorably and honestly, promoting trust and respect for each other, encouraging open, honest, and frank communication, working from a fundamental and shared sense of rightness and by reinforcing these values in others. The practice of integrity also requires that we keep our promises, meet our commitments, and ensure safety in our actions and decisions (i.e., quality, cost, schedule, responsiveness, safety).

Although this imperative may sound high-minded, there are three questions about any action or decision we should continually ask ourselves to give us guidance and direction:

* **Is the action or decision legal?** Will I be violating civil law, criminal law, or University policy?

* **Is the action or decision balanced?** Is every effort made to consider the effects of this action or decision on all concerned?

* **How will it make me feel about myself?** Will it make me proud? Would I feel good if my decision was published in the newspaper? Would I feel good if my family knew it?
PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 14, 2014

Idaho State University
Department of Public Safety

Title: General Orders
Authority and Responsibility

Chapter: I
Section: 1.2

Approval:
Revision No.: 05
Review Date: March 13, 2014
Issue Date: 07/96

Authority and Responsibility

1.2.1 Authority

Idaho State University is a "body politic and corporate" of the State of Idaho whose government and control are vested in the State Board of Education, which by statute (Section 33-3003 Idaho Code), acts as its Board of Trustees (Board). The Board has several enumerated powers found in Section 33-3006, Idaho Code, which include the authority to adopt rules and regulations for its own government and for that of Idaho State University; employ a president and with his advice appoint such assistants, deans, instructors, specialists, and other employees as required; to prescribe the courses of programs and study and requirements for admission, and to have at all times general supervision and control of all property belonging to the University.

A. The State Board of Education - Powers and Duties:

1. Perform all duties prescribed for it by the school laws of the state;

2. Acquire, hold and dispose of title, right and interests in real and personal property;

3. Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;

4. Delegate to its executive secretary, to its executive officer, or to other administrators as the Board may appoint, such powers as said officers require to carry out the policies, orders and directives of the Board;

5. The state board shall, through its executive departments and officers, enforce the school laws of the state;

6. Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation.
B. The President: The President is the chief administrative officer of the University and is delegated authority by the Board:

1. To supervise the administration of all operations of the University;
2. To be the executive head of the instructional force in all its departments;
3. To give general direction to the instruction and research programs of the various schools and colleges;
4. To serve as professional advisor to the Board;
5. To determine with the advice of the faculty and approval of the Board, the internal and functional organization of the University;
6. To be responsible for the functioning of all committees, councils, and boards; and
7. Serve as ex-officio member of all such groups, to refer to the Board for consideration, recommendations of the University faculty or faculty of the Applied Technology School, which has received a two-thirds favorable vote in a referendum by the appropriate faculty and to perform such other duties as, may, from time to time, be designated by the Board.

C. The Director of Public Safety is the executive authority and administrative head of ISU’s Department of Public Safety, and is responsible for planning, organization, direction and external relations. These responsibilities embrace prevention of criminality, repression of crime, apprehension of offenders, recovery of property, and regulation of non-criminal conduct. The final responsibility for determining departmental policies rests with the Director of Public Safety. The Director of Public Safety is also fully responsible for the complete discharge of all duties imposed on the Director by law and ordinance of the ISU President, Idaho State Board of Education or the Governor of Idaho.

If a situation warrants the need for legal counsel the Director of Public Safety, the Associate Vice President of Facilities Services or the Vice President of Finance and Administration will be contacted prior to contacting ISU's General Counsel Department. After hours contact information for General Counsel will be maintained on the Dispatch call out list and the emergency response notification list.

**1.2.2 Reporting**

Beginning with the Director each officially recognized supervisory position has reporting to it an identified number of employees, usually of varying job descriptions which are shown on the Departmental organizational chart.
1.2.3 Supervisor Responsibility

Each of the supervisory personnel are fully accountable for the performance of the employees under their immediate control and shall fulfill the responsibilities of a supervisor in accordance with the rules, regulations, policies, and directives of the Department, the ISU Policies and Procedures, and all applicable University code of conduct procedures. Each supervisory member shall attempt to make themselves aware of the special talents or outstanding conduct of any subordinates and give such behavior appropriate recognition.

1.2.4 Commensurate Authority

Each employee within the Department has been given a specific job responsibility and task established by the Department.

Officers are given specific legal responsibilities and authority and they are accountable for their individual actions.

Employees with supervisory assignments have the responsibility to make the necessary decisions affecting subordinates. This responsibility is in accordance with actual or delegated authority to handle disciplinary matters up to the recommendation of suspension, demotion, or termination. Only the Director can demote, suspend without pay, or terminate any employee.

1.2.5 Supervision of Employees

All employees will be assigned to a division. Employees are responsible for reporting to a specified supervisor. Employees will be responsible to only one supervisor at a given time.

1.2.6 Span of Control

Each employee of the Department shall be assigned to an immediate supervisor. To establish numbers per supervisor is difficult. However, no supervisor will have more than 12 employees reporting directly to him or her except for a special detail. Personnel are assigned in accordance with job functions.

1.2.7 Discretion

Officers are sworn to uphold and enforce laws and regulations impartially, without hesitation or reservation. Such activity consists of good judgment, effective use of common sense, and a working knowledge of the law.

Each officer must make a determination as to the practicality and appropriateness of his/her actions and must judge their discretion in matter of arrests, warnings, referring, or diverting offenders. The officer’s discretion is based on practicality and appropriateness, taking into account the offense(s), facts and circumstances of each incident individually.
1.2.8 Employee Responsibilities

Every employee will adhere to, uphold, and be held accountable for their individual actions as well as all rules, codes of conduct, and ethics adopted by the University and the Department while on and off-duty.

If an employee has been assigned a computer login and password, that password is not to be given to anyone except those who have been authorized by the Director. This also includes combinations to the doors.

Each employee is delegated certain authority and is responsible for that actual or delegated authority. The following are descriptions of job positions and responsibilities.

A. Director of Public Safety

Class Purpose

This position is responsible for directing and coordinating the overall operation of Idaho State University’s Public Safety Department which is responsible for protecting the students, faculty, staff, visitors and property of the University, and provides a safe learning environment. The position works effectively with University executives, faculty and staff at all levels, students and external constituencies, and is flexible and experienced in managing departmental activities and staff.

Principal Accountabilities

1. Maintains overall responsibility for the development and implementation of approved security, safety and parking procedures and policies for the safety and security of students, University employees, University property and others.

2. Acts as liaison between Public Safety, the University and, local, state, federal law enforcement agencies and fire departments in Pocatello, Idaho Falls and Boise, as well as outreach sites throughout the state.

3. Provides leadership to address the safety needs of a diverse campus environment.

4. Educates the campus community concerning criminal activity through comprehensive campus safety/crime prevention and public relations programs.

5. Analyzes statistical data pertaining to criminal activity and implement programs and procedures to resolve the problem.

6. Ensures compliance with federal and state crime reporting requirements, such as Clery.

7. Oversees the Security, Safety, Parking and Bengal Card units of the Department.
8. Plans and develops parking space, taking into account user needs, municipal laws and the University's Master Plan; to improve customer service, assesses the need for repairs and design changes, and ensures that the work required is carried out.

9. Establishes university parking and traffic enforcement policies and rules, and oversees the implementation of parking permits.

10. Directs investigations of all incidents and recommends corrective action to resolve and prevent recurrence.

11. Plans and manages an operating budget through which various sectors of the department can run efficiently.

12. Oversees the selection, training, supervision and evaluation of all Public Safety employees.

13. Conducts reviews of operations, technical equipment and personnel skills.

14. Establishes fire safety policies and procedures.

15. Oversees the coordination and maintenance of the campus fire alarm system (in conjunction with the campus Safety Officer), intrusion alarm system and cctv systems.

16. Manages the University's emergency response plan, and serves as the primary Incident Commander for all emergency response functions for the campus.


General Information

This position requires a mature individual who possesses the ability to think independently, use sound reasoning and judgment, and function in an autonomous capacity.

It will require the ability to communicate effectively both orally and in writing; ability to organize work effectively; initiative, and the ability to react to emerging security problems.

The Director must demonstrate sensitivity toward the broad and fluctuating base of institutional concerns which directly relate to his/her duties.

Minimum Qualifications

- Bachelor's Degree in a related field.

- Experience in a supervisory management position in a security or law enforcement department.
• Graduate of a POST Academy Program is a plus.

• Professional development and training certifications in emergency management from FEMA, NEMA or related agencies is a plus.

• Must pass a rigorous background investigation.

• Must possess a current valid driver’s license.

B. **Public Safety Captain Full-Time**

**Class Purpose**

To be accountable for coordinating and supervising the campus security force in all its tasks.

**Principal Accountabilities**

1. Ensure each shift has sufficient manpower by assigning and maintaining the on-duty watch.

2. Responsible for the smooth operation of the security department by counseling assigned officers.

3. Provide a positive public image of the security department by promptly and courteously responding to citizen’s complaints/questions.

4. Responsible for the proficient performance of officers through on the job training/instruction.

5. Ensure an adequate supply of equipment by regular inspections of vehicles and related security items. This includes budgeting for new equipment.

6. Ensures the effective utilization of assigned investigative personnel through case assignments, reviewing significant policies and issues with subordinate officers, and with counseling and constructive performance evaluations.

7. Contributes to the resolution of unsolved crimes within the campus and protection of the public from repeat incidents by directing and evaluating timely and thorough investigations of pending cases and appropriate arrest or other disposition of suspects and cases.

8. Contributes to the speedy and effective resolution of pending investigations by assigning specific offenses to investigative personnel most qualified to effectively process those offenses.

9. Contributes to the professional growth and performance of subordinates through periodic performance evaluations, counseling and training, and advice concerning improved investigative
and law enforcement and security techniques, and the changing laws and policies impacting law enforcement and security.

10. Ensures appropriate and effective security response to difficult, complex, or sensitive investigations by personally directing and monitoring initial follow-up investigative actions in cooperation with other University departments and law enforcement officials.

11. Ensures that assigned personnel effectively assist in appropriate disposition of all cases and that all case documentation is accurate and complete, through continuous review of all case reports, discussion with officers, University officials, and prosecutorial authorities, and training and advice in effective court testimony.

12. Ensures effective follow-up of citizen complaints regarding actions of subordinates by directing and reviewing investigations of questioned incidents and directing appropriate corrective actions.

13. Ensures that evidence gathered for trial or hearing is secure and meets chain of custody requirements for court or hearing admissibility through procedures to safeguard, identify, and access all relevant evidence.

14. Ensures compliance with Department rules, regulations, and procedures, prepares shift schedules, and directs staff training.

15. Ensures adequate coverage for staff special events to include, but not limited to, athletic events, dances, parades, block parties, outdoor activities and other events/activities.

16. Oversees the Field Training Officers and directs the Training Officers activities.

17. Monitors and coordinates Crime Prevention programs.

18. Acts for the Public Safety Director in his/her absence.

General Information

1. This position reports to the Director of Public Safety.

2. Lieutenants, Sergeants, and Public Safety Officers report to this position.

3. This position was established to provide leadership and counseling to officers in patrol and parking.

4. Some typical challenges include, but are not limited to: (1) plan, organize, direct, and control the division; (2) interpret Departmental policies and rules; (3) advise subordinates on current problems, instructions, outlines of policy and other matters of importance affecting the day-to-
day operation; (4) inspect programs within the division to appraise their effectiveness and assess general conformance to orders, rules and regulations; (5) develop solutions and meet changing needs within the campus and the Department; and (6) coordinate activities with the other divisions within the Department. This position may assume the duties of the Director of Public Safety in his absence.

5. This position functions mainly within an office environment; however, may be called upon to perform duties as a street officer. These instances would subject this position to all the hazards involved in security work.

6. This position uses all the equipment for the suppression of crime, in addition to standard security equipment.

7. This position receives direction from the Director of Public Safety; however, there is latitude to plan daily functions within established guidelines. This position has the authority to administer suspensions and oral and written disciplinary action.

8. Internal contacts include Director of Public Safety, Departmental personnel, and other departments on campus. External contacts include the general public, other law enforcement agencies, and state and county officials.

9. Responds to such emergencies as fires, nuclear reactor accidents, and hazardous material spills, operates and maintains vehicles, enforces regulations and laws, makes arrests, conducts investigations, testifies.

10. This position must be a classified employee, have 24 months in rank, maintain a performance standard of at least “meets performance standards”, and satisfy all current prescribed criteria (i.e., promotional exams) prior to advancement to the next higher rank.

Minimum Qualifications

1. Must possess at least five years (60 months) experience in police &/or security work.

2. Must possess two years of college education or its equivalent.

3. Must have completed or be currently enrolled in the ISU Law Enforcement Program and pass the Idaho POST tests for police certification or equivalent.

4. Must have completed or be currently enrolled in a POST Academy Applied Technology law enforcement Reserve officer training, EVITS Security, or another department recognized law enforcement or security training program.
5. Good knowledge of University policies, rules and regulations, Department objectives, policies and procedures, first aid, fire and safety hazards, crime prevention and safety awareness programs and techniques.

6. Considerable knowledge of supervising through subordinate supervisors and evaluating their performance, directing and coordinating enforcement actions with various agencies, developing and monitoring a department budget and recommending policy and procedure changes.

7. Must possess a valid driver’s license.

8. Pass an oral interview.

9. Final approval by the Director of Public Safety.

C. **Public Safety Lieutenant Full-Time**

Class Purpose

To be accountable for the protection of life and property within the boundaries of the ISU campus by directing the effective and fair enforcement of applicable criminal and traffic laws and regulations, and the timely detection and response to threats to public safety for assigned shifts. Acts for the Public Safety supervisor in his/her absence, assist in the oversight and coordination of the crime prevention programs, and oversees the field officer training program and directs the training Sergeant’s activities.

Principal Accountabilities

1. Contribute to the safety and security of persons and property within the boundaries of the campus through the efficient deployment of personnel and by directing patrol of assigned areas and the provision of appropriate response to conditions or persons needing assistance, attention, or correction.

2. Contribute to the professional growth and performance of subordinates through periodic performance evaluations, counseling, training and advice concerning improved security techniques, and the changing laws and policies impacting security.

3. Ensure appropriate and effective security response to difficult, complex, or sensitive incidents by personally directing and monitoring initial security response and the follow-up investigative actions in cooperation with other agencies where appropriate.

4. Ensure that assigned personnel effectively assist in appropriate judicial disposition of campus incidents through the campus judicial system.
5. Ensure effective follow-up of citizen complaints regarding actions of subordinates by directing and reviewing investigations of questioned incidents and directing appropriate corrective action.

6. Enhance the Department's ability to serve and educate the public and deter criminal activities through positive personal community and public relationships, rendering personal assistance and counsel to citizens where advisable, and by fostering such actions among subordinates.

7. Maintain and improve personal and subordinates knowledge of new and improved security techniques and the changing laws and regulations impacting security work by participating and directing on the job training sessions and completing self-study courses.

8. Ensure that equipment down time for assigned shifts is minimized by directing safety and maintenance checks and requesting appropriate repair and maintenance of vehicles and security equipment.

9. Interprets civil and criminal laws; reviews staff reports and activity logs to insure standards are met; develops and oversees safety training; updates manuals and procedures; participates in planning for staff, equipment, and material needs; collects and analyzes data on traffic accidents, enforcement activities, and related matters; surveys existing enforcement activities and projects future needs; coordinates enforcement activities with other law enforcement agencies; directs patrols based on prevention and accident reports and may direct special patrols.

10. Supervises security staff; assigns work, sets priorities, and evaluates performance; insures compliance with Department rules, regulations, procedures, and standards; conducts inspections to ensure operational readiness, coordinates training schedules, and conducts training in the class and in the field.

11. Responds to such emergencies as fires, nuclear reactor accidents, and hazardous material spills; operates and maintains vehicles; enforces regulations and laws, makes arrests, conducts investigations; testifies.

12. Speaks to University groups, maintains liaison between other law enforcement agencies, public officials, and media; participates in civil defense planning.

13. Contributes to the resolution of unsolved crimes within the campus and protection of the public from repeat incidents by directing and performing timely and thorough investigations of pending cases and appropriate arrest or other disposition of suspects.

General Information

1. This position reports to the patrol Captain. The primary function of this position is the directing of all personnel on an assigned shift. This position acts as the shift commander for these personnel.

2. Incumbents in this position spend a portion of their work time in an office environment. However, incumbents must also spend a considerable amount of time in the field. In that environment, incumbents are exposed to all types of weather, the occasional need for physical exertion, occasional exposure to hostile, dangerous, or diseased persons with the intermittent need to utilize force to resist threats of bodily harm. Sometimes are required to drive in undesirable driving conditions.

3. Incumbents in this position work pursuant to general Departmental policies and guidelines. Deployment of subordinate personnel and review of their work is done within those basic guidelines. Within general guidelines, incumbents have the authority to design single-use plans and to implement appropriate disciplinary action when necessary, but hiring and firing decisions are referred to superior officers. Major and sensitive issues and incidents are also referred to superior officers.

4. Incumbents will concentrate efforts in a broad range of investigations and will work on a variety of cases involving many different investigative activities.

5. This position must be a classified employee, have 24 months in rank, maintain a performance standard of at least “meets performance standards”, and satisfy all current prescribed criteria (i.e., promotional exams) prior to advancement to the next higher rank.

Minimum Qualifications

1. Experience: must have background knowledge in supervising, scheduling, evaluating the performance of personnel, understand investigating techniques, and be proficient in report writing.

2. Good knowledge of University policies, rules, and regulations, Department objectives, policies, and procedures, first aid, fire and safety hazards, crime prevention and safety awareness programs and techniques.

3. Considerable knowledge of investigative techniques and procedures, laws of arrest and seizure, rules of evidence and court procedures, enforcement of University civil and criminal codes and the legal rights of citizens, and security and law enforcement training.

4. Must possess a valid driver’s license.

5. Must possess an Associate’s Degree or two years (48 credit hours) of college.
6. Minimum five years (60 months) experience in police/security or administrative experience.

7. Complete a paragraph detailing what plans and goals one has if one is promoted.

8. Pass a review of work history including any positive and negative contacts.

9. Must have completed or be currently enrolled in the ISU Law Enforcement Program and passed the Idaho POST tests for Police certification or equivalent.

10. Must have completed or be currently enrolled in a POST Academy Applied Technology law enforcement Reserve officer training, EVITS Security, or another department recognized law enforcement or security training program.

11. Pass an oral interview.

12. Final approval by the Director of Public Safety.

D. Public Safety Sergeant Full-Time

Class Purpose

To be accountable for the protection of life and property within the boundaries of the ISU campus through effective and fair enforcement of applicable criminal and traffic laws and ordinances, University regulations, and the timely detection and response to threats to public safety. This position will be responsible for maintaining officer training programs and officer certification requirements.

Principal Accountabilities

1. Contributes to the safety and security of persons and property within the campus boundaries by supervising and participating in the patrol of assigned areas, and providing appropriate response to conditions or persons needing assistance, attention, or correction.

2. Ensure the effective deployment of personnel on assigned shifts and case assignments by reviewing significant policies and issues with subordinates, and through counsel and constructive performance evaluations.

3. Assists in the appropriate judicial disposition of suspected felons, misdemeanants, and violators of University regulations by reviewing officers' reports and preparing reports concerning own activities to ensure accurate and complete documentation of criminal cases, violations of University regulations, and by directing and providing effective court or hearing testimony as required.
4. Enhance the Department of Public Safety's ability to serve and educate the public and deter criminal activity through positive personal, community, and public relationships, by rendering personal assistance and counsel to citizens where advisable, and by fostering such conduct by subordinates.

5. Maintain and improve personal knowledge, and that of the subordinates, concerning new and improved security techniques and the changing laws and regulations affecting security work and law enforcement by participating in on-the-job training sessions, completing self-study courses, providing effective training to subordinates, and coordinating training schedules.

6. Ensure that down time for assigned security and vehicle equipment is minimized by supervising safety and maintenance checks and requesting appropriate repair and maintenance of that equipment.

7. Reviews ongoing programs and makes recommendations to improve them; maintains and ensures availability of equipment and supplies; coordinates activities with other law enforcement agencies; prepares and makes presentations to the campus community; may act in the absence of the Lieutenant or Captain.

8. Supervises public safety staff; reviews reports, assigns tasks, sets priorities and evaluates performance; ensures compliance with Department rules, regulations, procedures, and standards.

9. Responds to emergencies such as hazardous material spills, bomb threats, fires, nuclear reactor alarms, enforces laws and regulations, conducts investigations, and assists in crime prevention and safety awareness programs. Coordinates response to emergencies between local response teams and the University.

10. Speaks to University groups, maintains liaison between other law enforcement agencies, public officials, and the media.

11. Contributes to the resolution of unsolved crimes within the boundaries of the campus, and protection of the public from repeat incidents by directing and performing timely and thorough investigations of pending cases and appropriate arrest or other disposition of suspects.

12. Organizes and maintains officer training records, ensures that officer’s certification and training requirements are met and that an ongoing training program meets the training requirements and the needs of the Department and any state or federal laws.

13. Coordinates with the field training officer to ensure that new employees are properly trained.
General Information

1. This position reports to the Public Safety Lieutenant. Reporting to this position are the Public Safety officers and student officers. This position may act as a shift commander.

2. Incumbents in this position utilize all security equipment including: motor vehicles, 2-way radios and other communication equipment. Additionally, incumbents in this position utilize computer terminals.

3. Incumbents in this position spend some time in an office environment. However, they must also spend a considerable amount of time in the field. In that environment incumbents are exposed to all types of weather, the occasional need for physical exertion, occasional exposure to hostile, dangerous or diseased persons with the intermittent need to utilize force to resist threats of bodily harm. Sometimes are required to drive in undesirable driving conditions.

4. Incumbents in this position work pursuant to general Department policies and guidelines. Deployment of subordinate personnel and review of their work is done within those basic guidelines.

5. Incumbents will conduct a broad range of investigations and will work on a variety of cases involving many different investigative activities.

6. Incumbents will maintain training records and ensure that the training needs and requirements of the Department are met.

7. This position must be a classified employee, have 24 months in rank, maintain a performance standard of at least “meets performance standards”, and satisfy all current prescribed criteria (i.e., promotional exams) prior to advancement to the next higher rank.

Minimum Qualifications

1. Possess a valid Idaho driver’s license.

2. Must possess an Associate’s Degree or two years (48 credit hours) of college.

3. Minimum five years (60 months) police/security or administrative experience. Two years (48 credit hours) of college education may be substituted for one year of experience.

4. Good knowledge of fire hazards, safety hazards, first aid procedures, and security procedures such as key and crowd control, investigating techniques, crime prevention and training practices, and needs of the Department of Public Safety as well as training requirements.
5. Considerable knowledge of investigative techniques and procedure; laws of arrest, search and seizure, rules of evidence and court procedures; enforcement of University civil and criminal codes and the legal rights of citizens.

6. Pass a review of work history including any positive and negative contacts.

7. Complete a paragraph detailing what plans and goals one has if promoted.

8. Must have completed or be currently enrolled in the ISU Law Enforcement Program and passed the Idaho POST tests for Police certification or equivalent.

9. Must have completed or be currently enrolled in a POST Academy Applied Technology law enforcement reserve officer training, EVITS Security, or another department recognized law enforcement or security training program.


11. Final approval by the Director of Public Safety.

E. Public Safety Officer (Corporal) Full-Time

Class Purpose

To be accountable for the protection of life and property within the boundaries of the ISU campus through effective and fair enforcement of applicable criminal and traffic laws and ordinances, University regulations, and the timely detection and response to threats to public safety.

Principal Accountabilities

1. Contributes to the safety and security of persons and property within the campus boundaries by patrolling assigned areas and providing appropriate third class officer response to conditions or persons needing assistance, attention, or correction.

2. Contributes to the protection of persons and property from criminal activity through timely and prompt response to felonies and misdemeanors, violations of University regulations and arrest, or other appropriate disposition of criminal suspects in accordance with all applicable criminal and civil procedural laws, rules and regulations of the University.

3. Assist in the appropriate judicial disposition of suspected felons and misdemeanants through accurate and complete documentation of criminal cases or violations and effective court or hearing testimony as required.
4. Enhance the Department of Public Safety’s ability to serve and educate the public and deter criminal activity through positive personal, community and public relationships and by rendering personal assistance and counsel where advisable.

5. Maintain and improve personal knowledge of advanced police and security techniques and the changing laws and regulations affecting police or security work by participating in on-the-job training sessions and completing self-study courses.

6. Ensure that vehicles remain in good working order through regular maintenance checks and requesting necessary services and repairs.

General Information

1. This position reports to the shift commander.

2. This position must be a classified employee, maintain a performance standard of at least “meets performance standards”, have 24 months in present rank, and satisfy all current prescribed criteria (i.e., promotional exams) prior to advancement to the next higher rank.

3. The primary function of this position is to protect the public, enforce parking regulations and criminal laws and ordinances, and effectively deter criminal activities within the campus boundaries. This position may provide general guidance to less experienced second and third class Public Safety officers.

4. Incumbents in this position utilize a variety of security equipment. That equipment includes motor vehicles, vehicle unlocking tools, jumper cables, equipment utilized to subdue and detain suspects, communication equipment, and investigative tools.

5. Typical challenges encountered by this position include subduing and arresting (where necessary) dangerous or hostile individuals, utilizing only necessary force; assisting in difficult or complicated investigations of crimes; maintaining personal knowledge and awareness of the changing criminal laws and regulations applicable to security work; and helping to establish and maintain a positive public relations atmosphere enabling the Department to better serve the public.

6. The conditions under which this position performs its basic functions include: all types of weather; frequent exposure to hostile, dangerous, or diseased persons; occasional physical exertion to apprehend subjects or physical threats; sometimes have to drive in undesirable conditions.

7. This position functions in accordance with a myriad of laws and ordinances affecting police and security work at the federal, state, and local levels. Departmental policies and procedures exist to cover most recurring situations; however, the need occasionally arises for incumbents to react to new situations not covered by those policies and procedures. Incumbents refer most
situations not covered to a ranking officer for resolution. Patrol areas and cases are assigned by superiors. Reports of cases processed are reviewed by superiors.

Minimum Qualifications

1. The following knowledge and abilities, however acquired:
   a. Minimum 2½ years (30 months) police/security or administrative experience. Two years (48 credit hours) may be substituted for one year of experience.
   b. Good knowledge of fire hazards, safety hazards, first aid procedures, and security procedures such as key and crowd control, traffic control, and patrol procedures.
   c. Has demonstrated the ability to handle cases and citations, be dependable, solve problems, understand and use crime prevention techniques, follow oral and written instructions, understand policies and procedures, write legible narrative reports, interact effectively with the public in stressful situations, and maintain constant awareness for hazardous conditions.
   d. Physical ability to visually observe activities in an assigned area both day and night, patrol an assigned area on foot, subdue and restrain a resisting adult, and carry an incapacitated adult down stairs and out of a building.

2. Must have completed or be currently enrolled in the ISU Law Enforcement Program and passed the Idaho POST tests for Police certification or equivalent.

3. Must have completed or be currently enrolled in a POST Academy Applied Technology law enforcement reserve officer training, EVITS Security, or another department recognized law enforcement or security training program.

4. Possess a valid Idaho driver’s license.

5. Pass a review of work history including any positive and negative contacts.

6. Pass an oral interview.

7. Final approval by the Director of Public Safety.
F. **Public Safety Officer Full-Time**

**Class Purpose**

To be accountable for the protection of life and property within the boundaries of the ISU campus through effective and fair enforcement of applicable criminal laws, traffic laws, University regulations, and the timely detection and response to threats to public safety.

**Principal Accountabilities**

1. Contributes to the safety and security of persons and property within the campus boundaries by patrolling assigned areas and providing appropriate Public Safety officer response to conditions or persons needing assistance, attention, or correction.

2. Contributes to the protection of persons and property from criminal activity through timely and prompt response to felonies and misdemeanors, violations of University regulations and arrest, or other appropriate disposition of criminal suspects in accordance with all applicable criminal and civil procedural laws, rules and regulations of the University.

3. Assist peers or supervisors in the appropriate judicial disposition of suspected felons and misdemeanants through accurate and complete documentation of criminal cases and violators of University regulations by providing effective court or hearing testimony as required.

4. Enhance the Department of Public Safety's ability to serve and educate the public and deter criminal activity through positive personal, community and public relationships, by assisting senior officers, and rendering personal assistance and counsel to citizens where advisable.

5. Maintain and improve personal knowledge of basic police and security techniques and the changing laws and regulations affecting police and security work by participating in on-the-job training sessions and completing self-study courses.

6. Ensure that vehicles remain in good running order through regular maintenance checks and requesting necessary services and repairs.

**General Information**

1. This position reports to the shift commander.

2. This position must be a classified employee and maintain a performance standard of at least “meets performance standards” prior to the advancement to the next higher rank.

3. The primary functions of this position are to protect the public, enforce parking regulations and criminal laws and ordinances, and effectively deter criminal activities within the campus boundaries.
4. Incumbents in this position utilize a variety of security equipment. That equipment includes motor vehicles, vehicle unlocking tools, jumper cables, equipment utilized to subdue and detain suspects, communication equipment, and investigation tools.

5. Typical challenges encountered by this position include subduing and arresting dangerous or hostile individuals, utilizing only necessary force; assisting in difficult or complicated investigations of crimes; maintaining personal knowledge and awareness of the changing criminal laws applicable to security work; and helping to establish and maintain a positive public relations atmosphere enabling the Department to better serve the public. In critical or more complex situations, this position may be subordinate to first or second class officers or other ranking Public Safety personnel.

6. The conditions under which this position performs its basic functions include: all types of weather; frequent exposure to hostile, dangerous, or diseased persons; occasional physical exertion to apprehend subjects or respond to physical threats; sometimes have to drive in undesirable conditions.

7. This position functions in accordance with a myriad of laws and ordinances affecting security work at the federal, state, and local levels. Departmental policies and procedures exist to cover most recurring situations; however, the need occasionally arises for incumbents to react to new situations not covered by these policies and procedures. Patrol areas and cases are assigned by superiors. Incumbents refer most situations not covered by procedures or standing work orders to a ranking officer for resolution. Reports of cases processed are reviewed by superiors.

Minimum Qualifications

1. The following knowledge and abilities, however acquired:

   a. Good knowledge of fire hazards.

   b. Some knowledge of basic first aid procedures, safety hazards, and security procedures such as key and crowd control, traffic control, and patrol procedures.

   c. Demonstrated ability to follow oral and written instructions, policies, and procedures, write legible narrative reports, interact effectively with the public in stressful situations, and maintain constant awareness for hazardous conditions.

   d. Physical ability to visually observe activities in an assigned area both day and night, patrol an assigned area on foot, subdue and restrain a resisting adult, and carry an incapacitated adult down stairs and out of a building.

2. Must have completed or be currently enrolled in the ISU Law Enforcement Program and passed the Idaho POST tests for Police certification or equivalent.
3. Must have completed or be currently enrolled in a POST Academy Applied Technology law enforcement reserve officer training, EVITS Security, or another department recognized law enforcement or security training program.

4. Possess a valid Idaho driver’s license.

5. Pass an oral interview.

6. Final approval by the Public Safety Director.

G. **Public Safety Officer 2nd Class**

**Class Purpose**

To be accountable for the protection of life and property within the boundaries of the ISU campus through effective and fair enforcement of applicable criminal and traffic laws and ordinances, University regulations, and the timely detection and response to threats to public safety.

**Principal Accountabilities**

1. Contribute to the safety and security of persons and property within the campus by patrolling assigned areas and providing appropriate Public Safety officer response to conditions or persons needing assistance, attention, or correction.

2. Contributes to the protection of persons and property from criminal activity through timely and prompt response to felonies and misdemeanors, violations of University regulations and arrest, or other appropriate disposition of criminal suspects in accordance with all applicable criminal and civil procedural laws, rules and regulations of the University.

3. Assist peers or supervisors in the appropriate judicial disposition of suspected felons, misdemeanants, and violators through accurate and complete documentation of criminal cases or violations and effective court or hearing testimony as required.

4. Enhance the Department of Public Safety's ability to serve and educate the public and deter criminal activity through positive personal, community and public relationships and by assisting superiors and/or rendering personal assistance and counsel to citizens where advisable.

5. Maintain and improve personal knowledge of fundamental security and police techniques and the changing laws and regulations affecting security and police work by participating in on-the-job training sessions and completing self-study courses.
6. Ensure that vehicles remain in good running order through regular maintenance checks and requesting necessary services and repairs.

General Information

1. This position reports to the shift commander.

2. This position must be a classified employee, have 12 months in present rank, and maintain a performance standard of at least “meets performance standards” to advancement to the next higher rank.

3. The primary functions of this position are to protect the public, enforce parking regulations and criminal laws and ordinances, and effectively deter criminal activities within the campus boundaries.

4. Incumbents in this position utilize a variety of security equipment. That equipment includes motor vehicles, vehicle unlocking tools, jumper cables, equipment utilized to subdue and detain suspects, communication equipment, and investigative tools.

5. Typical challenges encountered by this position include subduing and arresting (where necessary) dangerous or hostile individuals, utilizing only necessary force; assisting in difficult or complicated investigations of crimes; maintaining personal knowledge and awareness of the changing criminal laws and regulations applicable to security and police work; and helping to establish and maintain a positive public relations atmosphere enabling the Department to better serve the public.

6. In critical or more complex situations this position may be subordinate to first class officers or other ranking Public Safety personnel.

7. The conditions under which this position performs its basic functions include: all types of weather; frequent exposure to hostile, dangerous, or diseased persons; occasional physical exertion to apprehend subjects or respond to physical threats; sometimes have to drive in undesirable conditions.

8. This position functions in accordance with a myriad of laws, ordinances and regulations affecting police and security work at the federal, state, and local levels. Departmental policies procedures exist to cover most recurring situations; however, the need occasionally arises for incumbents to react to new situations not covered by those policies and procedures. Patrol areas and cases are assigned by superiors. Incumbents refer most situations not covered by procedures or standing work orders to a ranking officer for resolution. Reports of cases processed are reviewed by superiors.
Minimum Qualifications

1. The following knowledge and abilities, however acquired:
   a. Good knowledge of fire hazards, safety hazards, first aid procedures, and security procedures such as key and crowd control, traffic control, and patrol procedures.
   b. Has demonstrated the ability to follow oral and written instructions, policies, and procedures, write legible narrative reports, interact effectively with the public in stressful situations, and maintain constant awareness for hazardous conditions.
   c. Physical ability to visually observe activities in an assigned area both day and night, patrol an assigned area on foot, subdue and restrain a resisting adult, and carry an incapacitated adult down stairs and out of a building.

2. Must have completed or be currently enrolled in the ISU Law Enforcement Program and passed the Idaho POST tests for Police certification or equivalent.

3. Must have completed or be currently enrolled in a POST Academy Applied Technology law enforcement reserve officer training, EVITS Security, or another department recognized law enforcement or security training program.

4. Possess a valid Idaho driver’s license.

5. Pass an oral interview.

6. Final approval by the Public Safety Director.

H. Student Public Safety Officer—Lieutenant

Class Purpose

To be accountable for the protection of life and property within the boundaries of the ISU campus through effective and fair enforcement of applicable criminal laws, traffic laws and University regulations and the timely detection and response to threats to public safety.

Principal Accountabilities

1. Contributes to the safety and security of persons and property within the campus boundaries by patrolling assigned areas and providing appropriate Public Safety officer response to conditions or persons needing assistance, attention, or correction.
2. Enhance the Department of Public Safety's ability to serve and educate the public and deter criminal activity through positive personal, community and public relationships and by assisting senior officers and/or rendering personal assistance and counsel to citizens where advisable.

3. Maintain and improve personal knowledge of basic police and security techniques and the changing laws and regulations affecting police and security work by participating in on-the-job training sessions and completing self-study courses.

General Information

1. This position reports to the shift commander.

2. The primary functions of this position are to protect the public, enforce parking regulations and criminal laws and ordinances, and effectively deter criminal activities within the campus boundaries.

3. Incumbents in this position utilize a variety of security equipment. That equipment includes motor vehicles, vehicle unlocking tools, jumper cables, equipment utilized to subdue and detain suspects, and communication equipment.

4. This position must maintain a performance standard of at least “meets performance standards”, have 24 months in present rank, and satisfy all current prescribed criteria (i.e., promotional exams) prior to advancement to the next higher rank.

Minimum Qualifications

1. Minimum five years (60 months) experience in police &/or security.

2. Must be currently enrolled in or have completed the ISU Law Enforcement Program.

3. Pass a work history review including any positive or negative contacts.

4. Possess a valid driver's license.

5. Considerable knowledge in enforcement of University regulations, crime prevention, campus parking, and legal rights of citizens.

6. Pass an oral interview.

7. Final approval by the Director of Public Safety.
I. **Student Public Safety Officer—Sergeant**

**Class Purpose**

To be accountable for the protection of life and property within the boundaries of the ISU campus through effective and fair enforcement of applicable criminal laws, traffic laws, and University regulations and the timely detection and response to threats to public safety.

**Principal Accountabilities**

1. Contributes to the safety and security of persons and property within the campus boundaries by patrolling assigned areas and providing appropriate Public Safety officer response to conditions or persons needing assistance, attention, or correction.

2. Enhance the Department of Public Safety's ability to serve and educate the public and deter criminal activity through positive personal, community and public relationships, by assisting senior officers, and rendering personal assistance and counsel to citizens where advisable.

3. Maintain and improve personal knowledge of basic police and security techniques and the changing laws and regulations affecting police and security work by participating in on-the-job training sessions and completing self-study courses.

**General Information**

1. This position reports to the shift commander.

2. The primary functions of this position are to protect the public, enforce parking regulations and criminal laws and ordinances, and effectively deter criminal activities within the campus boundaries.

3. Incumbents in this position utilize a variety of security equipment. That equipment includes motor vehicles, vehicle unlocking tools, jumper cables, equipment utilized to subdue and detain suspects, and communication equipment.

4. This position must maintain a performance standard of at least “meets performance standards”, have 24 months in present rank, and satisfy all current prescribed criteria (i.e., promotional exams) prior to advancement to the next higher rank.

**Minimum Qualifications**

1. Must have been advanced to Corporal for at least one semester. Police or other security experience may be substituted.

2. Pass a work history review including any positive or negative contacts.
3. Must be currently enrolled in or have completed the ISU Law Enforcement Program.

4. Possess a valid driver’s license.
5. Pass an oral interview.

6. Final approval by the Director of Public Safety.

J. **Student Public Safety Officer–Corporal**

**Class Purpose**

To be accountable for the protection of life and property within the boundaries of the ISU campus through effective and fair enforcement of applicable criminal laws, traffic laws, and University regulations and the timely detection and response to threats to public safety.

**Principal Accountabilities**

1. Contributes to the safety and security of persons and property within the campus boundaries by patrolling assigned areas and providing appropriate Public Safety officer response to conditions or persons needing assistance, attention, or correction.

2. Enhance the Department of Public Safety's ability to serve and educate the public and deter criminal activity through positive personal, community and public relationships, by assisting senior officers, and rendering personal assistance and counsel to citizens where advisable.

3. Maintain and improve personal knowledge of basic police and security techniques and the changing laws and regulations affecting police and security work by participating in on-the-job training sessions and completing self-study courses.

**General Information**

1. This position reports to the shift commander.

2. The primary functions of this position are to protect the public, enforce parking regulations and criminal laws and ordinances, and effectively deter criminal activities within the campus boundaries.

3. Incumbents in this position utilize a variety of security equipment. That equipment includes motor vehicles, vehicle unlocking tools, jumper cables, equipment utilized to subdue and detain suspects, and communication equipment.
4. This position must maintain a performance standard of at least “meets performance standards”, have 24 months in present rank, and satisfy all current prescribed criteria (i.e., promotional exams) prior to advancement to the next higher rank.

Minimum Qualifications

1. Minimum one year (12 months) experience in police/security.

2. Pass a work history review including any positive or negative contacts.

3. Must be currently enrolled in or have completed the ISU Law Enforcement program.

4. Possess a valid driver's license.

5. Pass an oral interview.

6. Final approval by the Director of Public Safety.

K. **Student Public Safety Officer**

Class Purpose

To be accountable for the protection of life and property within the boundaries of the ISU campus through effective and fair enforcement of applicable criminal laws, traffic laws, and University regulations and the timely detection and response to threats to public safety.

Principal Accountabilities

1. Contributes to the safety and security of persons and property within the campus boundaries by patrolling assigned areas and providing appropriate Public Safety officer response to conditions or persons needing assistance, attention, or correction.

2. Enhance the Department of Public Safety's ability to serve and educate the public and deter criminal activity through positive personal, community and public relationships, by assisting senior officers, and rendering personal assistance and counsel to citizens where advisable.

3. Maintain and improve personal knowledge of basic police and security techniques and the changing laws and regulations affecting police and security work by participating in on-the-job training sessions and completing self-study courses.
General Information

1. This position reports to the shift commander.

2. The primary functions of this position are to protect the public, enforce parking regulations and criminal laws and ordinances, and effectively deter criminal activities within the campus boundaries.

3. Incumbents utilize a variety of security equipment. That equipment includes motor vehicles, vehicle unlocking tools, jumper cables, equipment utilized to subdue and detain suspects, and communication equipment.

4. This position must maintain a performance standard of at least “meets performance standards”, have 24 months in present rank, and satisfy all current prescribed criteria (i.e., promotional exams) prior to advancement to the next higher rank.

Minimum Qualifications

1. The following knowledge and abilities, however acquired:
   a. Good knowledge of fire hazards.
   b. Some knowledge of basic first aid, safety hazards, and security procedures such as key and crowd control, traffic control, and patrol procedures.
   c. Physical ability to visually observe activities in an assigned area both day and night and patrol an assigned area on foot.

2. Must be currently enrolled in or have completed the ISU Law Enforcement Program.
3. Possess a valid driver’s license.
4. Pass an oral interview.
5. Final approval by the Director of Public Safety.

1.2.9 Employee Job Descriptions

Written job descriptions exist for full-time Public Safety employee positions and can be accessed on the Idaho Division of Human Resources website: (http://dhr.idaho.gov/dhrapp/stateJobs/JobDescriptions.aspx)

Job Descriptions for student employees can be accessed on the ISU Human Resources web Page at www.isu.edu/humanr/employment.shtml. All personnel are encouraged to periodically review their job descriptions and to make suggestions to their supervisor or commander concerning any changes they believe should be made in the description.
Department Goals

1.3.1 Goals

A. To insure the continued operation of the University in reaching its teaching, learning, and research responsibilities.

B. To build and maintain a high level of cooperation between the University community and the Department, to identify problems that impact the quality of life, to devise strategies to address those problems, and to work together to solve them.

C. To maintain a high level of cooperation between the Department and other law enforcement and external governmental agencies.

D. To insure that the Department's authority is used in an ethical, legal, constitutional, and humanistic manner.

E. To provide regulatory parking and traffic operations.

F. To provide a crime prevention and safety program that identifies problems unique to the University setting and promotes their solutions.

G. To review and implement all new legislation and court decisions pertinent to the Department.

H. To provide advice and counsel to all parts of the University community concerning parking, protection, safety, or security.

I. To investigate all offenses and potentially disruptive situations.

J. To provide adequate security for all University facilities, events, or equipment.
K. To keep the University President informed.

L. To insure records and statistics are accurate and maintained.

### 1.3.2 Programs That Implement Department Goals

Campus Patrol - Prevent crime, disruptions, and provide immediate response to calls for assistance.

**Crime Prevention and Safety** - Identify problems and educate the University community in self-protection and industrial safety programs and measures.

**Investigations** - Identify and report the facts on all calls for service.

**Traffic and Parking** - Register, monitor, and regulate parking and traffic on University property.

**Security** - Provide protection for University facilities, events, and equipment.

**Enforcement** - to enforce all University regulations and policies and to enforce the laws of the State of Idaho as required.

**Recruitment and Training** - to select, train, and update Departmental personnel in all aspects of their jobs.

**Records** - to collect, maintain, and evaluate all registration, service, and investigative records.

**Industrial Safety** - to investigate industrial accidents, identify industrial safety concerns, recommend corrective action, maintain safety records, and evaluate safety programs.

The Department is committed to establishing goals and objectives for the Department. To facilitate the annual evaluation of the goals and objectives, it is necessary to solicit input from all members of the agency to successfully accomplish this task.

### 1.3.3 Departmental Input

Each unit supervisor is requested to solicit constant input from employees throughout the year. By December 1 of each year, the unit supervisors, via the chain of command, shall submit to the Director suggestions for the Department's next year's goals and objectives.

The director will review the recommendations and by January 1 will establish the goals and objectives for the Department for the next calendar year.
The established goals and objectives shall be distributed to all Departmental employees in the form of a Special Directive from the Director.

Goals and objectives for the Department shall be published in the annual report.

1.3.4 Unit Goals and Objectives

Each unit within the Department may be required to submit individual goals and objectives. These goals and objectives will be developed at the discretion of each supervisor and will follow the mission and goals of the Department.

1.3.5 Evaluation of Goals and Objectives

The Director shall periodically throughout the year meet with each unit supervisor to review accomplishments toward achieving the goals and objectives of the Department.

Each division supervisor is required to submit an annual written analysis to the Director concerning the progress made to meet the established Departmental goals and objectives within each division. The report will include successes and difficulties in meeting the established goals.

Budgets, strategic planning, business plans and daily operations of the department will be prepared in consideration of the mission and goal statement of the department, and will be reviewed annually by the Captain or his designee.

The report will include documentation and analysis of staffing levels to determine if changes are needed to meet the organizational goals and objectives and University needs.

These reports will be presented to the Director by the end of January of each year.

The analysis and recommendations need to be completed before March first of each year to comply with the budget submission timelines.
Oath of Office/Code of Ethics

1.4.1 Policy

All officers are required to read and adhere to the Oath of Office in order to serve as an officer. All employees of the Department are responsible for upholding the principles as described in the Law Enforcement Code of Ethics. (See Chapter I Section 1.4.3). The Mission Statement, Code of Ethics and Oath of Office are posted in the squad room entrance. Copies of the signed forms will be filed in the employee’s personnel file.

1.4.2 Oath of Office

All officers shall swear or affirm to adhere to the principles of the Oath of Office as a condition of employment. This oath will become a part of each officer’s regular training file as well as the officer’s permanent personnel file.

The Department Captain is responsible for ensuring all new officers hired by the Department read the Oath of Office and sign an Operations Manual Receipt as they complete their initial pre-employment paperwork.

1.4.3 Code of Ethics

The Department is committed to the principles of the Law Enforcement Code of Ethics as established by the International Association of Chiefs of Police (IACP).

NOTE: ISU Department of Public Safety is not an agency of sworn police officers. Idaho state law prohibits loyalty oaths of Public Safety officers in that they are not sworn officers. The Department of Public Safety, however, requires the Public Safety officer to sign and adhere to all rules, regulations, principles and practices as outlined in the Operations Manual, which contains a copy of an oath of office.
**Law Enforcement Code of Ethics**

As an employee of the Department of Public Safety, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all to liberty, equality and justice.

I will keep my private life unsullied as an example to all and will behave in a manner that does not bring discredit to me or to my agency; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, political beliefs, aspirations, animosities, or friendships to influence my decision. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and accept it as a public trust to be held so long as I am true to the ethics of the Department. I will never engage in acts of corruption or bribery, nor will I condone such acts by other officers. I will cooperate will all legally authorized agencies and their representatives in the pursuit of justice. I know that I alone am responsible for my own standard of professional performance and will take every reasonable opportunity to enhance and improve my level of knowledge and competence. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession, law enforcement.

Violations of the Code of Ethics by any member of the Department may result in disciplinary action(s).

1.4.4 **Operations Manual Receipt on Code of Ethics**

**OATH OF OFFICE**

I, ______________________ do solemnly swear that I will support the Constitution of the United States of America, and the Constitution and Laws of the state of Idaho, and the laws, ordinances, and policies of Idaho State University, and the Rules and Regulations of Idaho State University Department of Public Safety and I will well and faithfully discharge the duties of the office of security officer, Idaho State University Department of Public Safety, to which I have been appointed according to law and to the best of my ability.

Notice: By offering this oath of office and requiring a signature, no written or implied contract for employment or continued employment is being offered. For any reason that I am found to be incapable, unqualified or unfit for employment or continued employment, or my best efforts to comply with the required obligations, responsibilities, duties, and task performances associated with this oath are unsatisfactory, I am subject to removal.

Signature __________________________________________

Date ______________________

ISU Public Safety Operations Manual
General Orders – Oath of Office/Code of Ethics

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1.4.5 Mission Acceptance Form

Our Mission

To affirmatively promote, preserve and deliver a feeling of security, safety and quality services to members of our community as set forth in our Mission Statement

This mission is a commitment to quality performance from all members. It is critical that all members understand, accept and be aligned with the responsibilities established by this mission. It provides the foundation upon which all operational decisions and organizational directives will be based. Directives include rules, regulations, operating policies, procedures and practices.

This mission represents the commitment of this administration to the concepts of quality performance management. In other words, members are expected to work consistently in a quality manner in the daily performance of those duties, job responsibilities and work tasks associated with this mission. Quality manner means that performance outcomes comply with the performance standards established for this agency and for each member associated with this agency. Examples of performance standards include the oath of office, code of ethics, agency rules, policies, procedures, directives, general and supervisory orders, work productivity and performance behavior.

Each member is required to accept the responsibility for the achievement of this mission and publicly register his or her commitment to it and to the concepts of quality service.

Registered Acceptance by ______________________________________

Date ___________________________________________
Closed Circuit Television Monitoring and Recording

1.5.1 Purpose

The purpose of this directive is to establish guidelines for the Idaho State University Public Safety Department (ISUPS) relative to the use of closed circuit television (CCTV) cameras.

1.5.2 Policy

It shall be the policy of ISUPS to utilize CCTV cameras to monitor and record public areas to ensure the safety and security of the University community. Further, ISUPS shall abide by the Idaho State University Policy for Closed Circuit Television Monitoring and Recording of Public Areas for Safety and Security Purposes.”

1.5.3 Scope

This directive shall affect all sworn and non-sworn employees who use, or supervise the use of the ISUPS CCTV system.

1.5.4 Use of CCTV Equipment

A. The use of CCTV equipment shall be limited to legitimate safety and security purposes, including but not limited to:

1. Property and Building Protection: building perimeter, entrances and exits, lobbies and corridors, receiving docks, special storage areas, laboratories, cashier locations, ATM/CVC machines, emergency telephones.
2. Alarm Verification: Intrusion alarms, exit door controls, hold-up alarms.

3. Video Patrol of Public Areas: Transit stops, parking lots, public street and intersections, shopping areas.

4. Criminal Investigation: Crimes against persons and property.

5. Monitoring of Access Control Systems: Monitor and record restricted access transactions at entrances to buildings and other areas.

6. Monitoring of Pedestrian and Vehicle Traffic Activity

B. The use of CCTV SHALL NOT be utilized for:

1. Profiling: The practice of targeting individuals based on characteristics of race, gender, ethnicity, sexual orientation, disability or other classifications.

2. Targeting of Individuals.


1.5.5 Public Safety Responsibilities

A. All Public Safety employees shall be guided by the Public Safety Standard operating Procedures relative to the operation of CCTV equipment.

B. The Public Safety Supervisor shall be notified immediately whenever any suspicious, criminal or life-threatening activity is observed, and appropriate police personnel shall be dispatched. In the absence of a Public Safety Supervisor, a patrol supervisor shall be notified by police radio.

C. All observations, notifications, and actions taken shall be documented, in detail, in the Computer Aided Dispatch (CAD) system.

D. Public Safety is the department authorized to oversee and coordinate the use of CCTV monitoring for safety and security purposes at the University. All University areas using CCTV monitoring are responsible for implementing this policy in their respective operations. Public Safety has primary responsibility for disseminating the policy and assisting other units in implementing the policy and procedures.

E. The Director of Public Safety has the responsibility to authorize all CCTV monitoring for safety and security purposes at the University. All new installations will follow Public Safety operating principles. All existing CCTV monitoring systems will be evaluated for compliance with this policy.

F. Public Safety will monitor new developments in the relevant law and in security industry practices to ensure that CCTV monitoring at the University is consistent with the highest standards and protections.
G. A CCTV monitoring committee, known as the ISU Safety Committee, will be responsible to assure that Public Safety adheres to established policy and procedure in the use of CCTV.

H. The CCTV monitoring committee members will serve as established by the rules of the Safety Committee. An individual may appeal an adverse decision by the CCTV monitoring committee through existing University appeal mechanisms.

I. The CCTV monitoring committee will review camera locations to insure the perimeter of view of fixed location cameras conforms to this policy. The proposed location of permanent CCTV cameras will be provided to the CCTV monitoring committee for review and published in the EXTRA before installation. A list of all University owned or controlled camera locations will be published semiannually in the EXTRA and made available by Public Safety to anyone requesting the list.

The location of temporary cameras to be used for special events will be reviewed by the CCTV monitoring committee for approval and published in the EXTRA before the event if possible.

(Note: “temporary cameras” does not include mobile video equipment of hidden surveillance cameras used for criminal investigations.)

Included with the list of CCTV camera locations will be a general description of the technology employed and the capabilities of the cameras.

Students and staff entering certain sensitive locations on campus may have an increased concern for privacy and confidentiality. In order to prevent a possible chilling effect on the use of service at these locations, concerned persons may petition the CCTV monitoring committee to forgo the installation of a proposed camera or for the removal of an existing camera. The CCTV monitoring committee will determine the appropriateness of an installation weighing the concerns of the person(s) making the requests and the safety and security for the entire community.

In recognizing students may also have an enhanced expectation of privacy in the hallways and lounges of residence facilities, CCTV monitoring for safety and security purposes will not be used in residential hallways and lounges unless the Director of Public Safety determines the specific safety/security risk exists.

The CCTV monitoring committee will review complaints regarding camera locations and determine whether the CCTV monitoring policy is being followed. The committee should weigh whether the potential increment in community security outweighs any likely infringement of individual privacy.

J. The CCTV monitoring committee, with the Director of Public Safety, will review all requests received by the Public Safety Department to release recordings obtained through CCTV monitoring. No releases of CCTV recordings will occur without authorization by the Director of
Public Safety and the CCTV monitoring committee. Excluded from reviews by the CCTV monitoring committee are releases of recordings directly related to a criminal investigation, arrest or subpoena. The CCTV monitoring committee may also approve release of CCTV Recordings only for legitimate purposes, such as to protect the University and its members from lawsuits or harm. A unanimous vote of the committee is necessary to approve the release of Recordings. Any release of Recordings will be recorded on a written log.

K. Any member of the CCTV monitoring committee may audit Public Safety’s CCTV monitoring operations, including video recording storage, at any time without prior notice.

L. The Chair of the Safety Committee will report to the Safety Committee at least four (4) times per year describing all requests for camera locations and release of Recordings and disposition of those requests.

M. The CCTV monitoring committee will review this policy annually and recommend revisions if needed.

### 1.5.6 Recording Management Policy and Procedures

#### A. Recording Security

1. Access to videos and video recording equipment is limited to:
   
   a. The University Senior Staff
   
   b. University CCTV Safety Committee Members
      
      1) A list of current committee members will be posted in the Public Safety Operations Center and will be updated annually.
      
      2) Panel members will be given full cooperation and access to all CCTV monitoring areas and recording storage areas.
      
      3) ISUPS command personnel will be notified immediately whenever a committee member requests to inspect a CCTV monitoring or recording storage area.
      
      4) All committee inspection will be noted on the dispatch radio log.
      
      5) Anyone requesting to view video recordings shall be instructed to contact the ISU Public Safety Director between 9:00 am and 5:00 pm, Monday through Friday.
c. Under no circumstances will alarm monitoring operators or supervisors be permitted access to video recordings or video recording equipment, without the Director’s approval.

d. A Video Recording Control Log shall be maintained by the Public Safety Department and shall be reviewed daily by the Security System Administrator. The Video Recording Control Log will be kept in the Security System Administrator’s office and will not be removed for any reason.

e. Recording Audits and Inventory shall be performed by the Director of Public Safety. Random audits shall be conducted by the CCTV monitoring committee.

B. Image Storage

1. Each recording will be labeled and identified prior to arrival at Public Safety. Public Safety personnel will not alter these recordings.

2. Recordings will remain in the video recording system and only be removed by the Director of Public Safety.

3. Video clips will not be archived unless approved by the Director of Public Safety.

C. Changing, Erasing, and Reusing of Recordings

1. Only authorized Public Safety managers may change stored recordings or operate video recording equipment.

2. An entry will be made on the ISUPS Sending and Receiving Sheet reflecting that the appropriate recording(s) were changed, that all recordings have been accounted for, and that the recording storage area is secure.

3. **This task shall NOT be delegated**

D. Review and Dissemination of Information

1. All personnel will adhere to the Idaho State University Policy for Closed Circuit Television Monitoring and Recording of Public Areas for Safety and Security Purposes.

2. Only authorized management, police and detective personnel are permitted to review or remove recordings.

3. Authorized personnel wishing to view or remove a video recording for any reason must enter all required information in the Video Recording Control Log. All entries must be complete and legible.
4. Video recordings must be returned to storage and secured by the end of each business day, unless they have been subpoenaed or permission is obtained from the Director of Public Safety.

5. Duplication of recordings or printing of images from video recordings is prohibited unless approved by the Director of Public Safety.

6. Conversion of recorded images from digital to analog formats is prohibited unless approved by the Director of Public Safety.

E. Performance Evaluation

1. Public Safety dispatch supervisory personnel will periodically and without prior notice have CCTV operators demonstrate their knowledge and understanding of relevant policies, procedures, and technical skills.

2. The Public Safety Department shall be notified of any performance or operational issues or deficiencies.

3. The Public Safety Department shall have primary responsibilities for initiating remedial action.

F. Impairment

1. Under no circumstances shall anyone, except professional factory trained service technicians attempt to service, repair, or tamper with any of the CCTV or video recording equipment.

2. The Public Safety Department shall have primary responsibilities for initiating remedial action.

G. System/Equipment Failure

1. Upon the failure of a CCTV component, CCTV monitoring personnel shall immediately notify the Public Safety Supervisor.

2. If the failure is contained to an individual component, the Public Safety Supervisor shall notify the CCTV manager during their regular business hours. If the failure occurs after hours, the Public Safety Supervisor shall document the equipment failure on the log and request that the Public Safety Department is notified the following business day.

3. If the failure is system wide, the Public Safety Supervisor shall document the failure on the log and immediately notify Public Safety personnel utilizing the Emergency Contact Callout List, located in the binder at the alarm monitoring console inside the dispatch operations center.
1.5.7 **Compliance**

Violations of this directive, or portions thereof, may result in disciplinary action.

1.5.8 **Officers Assigned to Other Agencies**

Officers of this department assigned to or assisting other law enforcement agencies will be guided by this directive.

1.5.9 **Application**

This directive constitutes departmental policy, and is not intended to enlarge the employer’s or an employee’s civil or criminal liability in any way. It shall not be construed as the creation of a higher legal standard of safety or care in evidentiary sense with respect to third party claims insofar as the employer’s or employee’s legal duty as imposed by law. Violations of policy will only form the basis for departmental administrative sanctions. Violations of law will form the basis for civil and criminal sanctions in a recognized judicial setting.

1.5.10 **General Principles**

A. Public Safety is committed to enhancing the quality of life of the campus community by integrating the best practices of public policing with state-of-the-art technology. A critical component of a comprehensive security plan using state-of-the-art technology is closed circuit television (CCTV).

B. The purpose of CCTV monitoring of public areas by security personnel is to deter crime and to assist Public Safety in protecting the safety and property of the University community. Any diversion of security technologies and personnel for other purposes (i.e., CCTV monitoring of political or religious activities, or employee and/or student evaluations) would undermine the acceptability of these resources for critical safety goals and is therefore prohibited by this policy.

C. Video monitoring for security purposes will be conducted in a professional, ethical and legal manner. Personnel involved in video monitoring will be appropriately trained and continuously supervised in the responsible use of technology. Violations of procedures for video monitoring referenced in this policy will result in disciplinary action consistent with the rules and regulations governing employees of the University.

D. Information obtained through video monitoring will be used exclusively for security and law enforcement purposes. Information obtained through video monitoring will only be released when authorized by the Director of Public Safety according to the procedures established in this policy.
E. Video monitoring of public areas for security purposes will be conducted in a manner consistent with all existing University policies, including the Non Discrimination Policy, the Sexual Harassment Policy, Open Expression Guidelines and other relevant policies. The code of Practice for video monitoring prohibits monitoring based on the characteristics and classifications contained in the Non-Discrimination Policy (e.g., race, gender, sexual orientation, national origin, disability, etc.)

F. Video monitoring of public areas for security purposes at the University is limited to uses that do not violate the reasonable expectation of privacy as defined by law.

G. To maintain an informed University community, ISU Public Safety will periodically disseminate written materials describing the purpose and location of CCTV monitoring and the guidelines for its use. The location of outdoor CCTV cameras monitored by Public Safety will be published in the Student newspaper, EXTRA.

H. Information obtained in violation of this policy may not be used in a disciplinary proceeding against a member of the University faculty, staff or student body.

1.5.11 Procedures

A. All operators and supervisors involved in video monitoring of public areas will perform their duties in accordance with this policy developed by Public Safety.

B. Public Safety management will assure that responsible and proper camera monitoring practices by control operators is continuous.

C. Public Safety will post signs at appropriate locations. Sign will state, “This public area is monitored by security cameras for personal safety and property protection.”

D. Public Safety will limit camera positions and views of residential housing. Any view given to the housing will be no greater than what is available with unaided vision. Furthermore, the view of residential housing facility must not violate the standard of “reasonable expectation of privacy.”

E. Public Safety operations and other monitoring centers will be configured to prevent camera operators from tampering with or duplicating recorded information.

F. Recorded video will be stored for a period not to exceed 30 days and will then be erased, unless retained as part of a criminal investigation or court proceedings (criminal or civil), or other bona fide use as approved by the Director of Public Safety and the CCTV monitoring committee.

G. Video recordings will be stored in a secure location with access by authorized personnel only.
H. Camera control operators will conduct video observation of areas only in plain view of others situated in the public area viewable to the public.

I. Camera control operators will be trained in the technical, legal, and ethical parameters of appropriate camera use.

J. Camera control operators will receive a copy of this policy and provide written acknowledgment that they have read and understood its contents.

K. Camera control operators will receive training in cultural awareness.

L. Camera control operators will not monitor individuals based on characteristics of race, gender, ethnicity, sexual orientation, disability, or other classifications protected by the University's Non-Discrimination Policy. Camera control operators will monitor based on suspicious behavior, not individual characteristics.

M. Camera control operators will not spot and continuously view people becoming intimate in public areas.

N. Camera control operators will not view private rooms or areas through windows.

O. Mobile video, portable hidden cameras and recording equipment may be used in investigations. Mobile video equipment will only be used in non-criminal investigations in specific instances as authorized by the Director of Public Safety, the University Attorney or the President of the University.

### 1.5.12 CCTV Camera/Video Review Procedures

**Logging In**
Log into the Vicon/ CCTV system, if not already logged in (The logo looks should be located on the desktop. It has a blue circle and a white flower form in the middle and should be label CCTV). At this time, the systems in Dispatch log in automatically.

**Locating Cameras**
You can find cameras two ways

- a. Site List Tab
- b. Groups Tab

If you are attempting to see a full DVR system (consisting of 16 cameras), make sure you select the 4x4 box, located in the lower right hand corner.
Once you have the 16 camera box option (4x4), you should be able to drag the individual DVRs or the groups over to the screen. Remember, if there are more than 16 cameras, you will only see the first 16 cameras listed under the groups section. To see what is selected, click on the folder to maximize.

**PTZs**
To use the functions of the PTZ, you must select the cameras specialized with the PTZ capabilities. At this time, the following list of PTZs cameras are as follows:

a. **Garrison**, pointed at the intersection of Memorial and Martin Luther King Jr Way.
b. **Rendezvous**, located on top of the Rendezvous Building. It is currently pointed at the crosswalk located northeast of the building.
c. **Business Administration**, located at the top of the BA building. It is currently pointed at the intersection of MLK Jr and South 8th Ave.
d. **Holt Arena**, located inside on the South side of the Arena.
e. **Holt Arena North**, located on the outer north side of the Holt Arena.
f. **Holt Arena South**, located on the outer south side of the Holt Arena, pointing at the practice field.
g. **Public Safety**, located on the Public Safety bldg. It is currently pointed at the “I.”
h. **Bennion North**, located on the top of the Bennion Building. This camera is pointed at the north parking lot.
i. **Bennion South**, located on the top of the Bennion Building. This camera is pointed at the South parking lot.
j. **CHE**, located on the top of the CHE building. This camera is facing the parking lot.
k. **CAES**, this camera is pointed on the front entrance of the CAES building.
l. **Ballard PTZs**, located on the top of the RISE building in the directions as listed below:
   - North East Corner
   - South East Corner
   - North West Corner
   - South West Corner

In order to work the PTZ cameras, do as follows:

a. Pull over the PTZ.
b. Select the one square or double click on the camera view.
c. If it is not already selected, select the PTZ tab. This tab is located on the lower left hand corner above the box. Once selected, you should see a red box with a plus and minus signed located in the middle of the camera view.
d. In order to move the camera side to side, click on your mouse, either right or left of the box. This depends on the direction you want to move it. Most of the PTZs have the ability to go a full 360 degrees. Remember that if you click farther away from the box, the faster the camera will move in that direction. Also, remember that due to a network issue, Holt has a slight delay.
e. If you need zoom in on the frame, click your mouse over the plus sign box. This will allow you to get closer to whatever object you are attempting to look at.
f. If you need to zoom out of the frame, click your mouse over the minus sign. This will allow you to move further away. The camera can only zoom out so far.
g. Please remember that when you are done using the PTZ to put it back to Pre-set1 or where the Director wants it currently pointed.

### Viewing Past Footage

Remember that footage is limited to a maximum of around 30 days, give or take.

You can view old footage a number of ways, as listed below:

a. **Right Click**
   - You may right click on the individual camera you wish to view old film.
   - Once you have done this a, a menu should pop up. Select either:
     - “Start Playback From Time..” Once this is selected, you will be given the option to select a certain day on a calendar and then a time frame to start, on the bottom of the screen.
     - For a certain time frame or for a quick playback ranging from 30 seconds to 30 minutes select “Start Quick Playback From:” and then your quick time.
     - For either of these two options, your camera with time selected should then appear next to the current camera view.

b. **Playback**
   - Select the playback button, found below the cameras being viewed.
   - Select the DVR (with the computer icon) on the left hand side and maximize.
   - Select Audio/Video and maximize.
   - Select the DVR with the white and blue box and maximize to view all cameras listed under it.
   - Select the camera in which you want to watch and either drag to the screen on the right or double click, so that the camera is then listed on the right hand side.

On the main screen, you will see a time bar on both the upper left and right hand corners. The left time represents the start time and the right time represents your end time. The bottom left hand time box should be the same time as the upper left hand corner, to make sure you are viewing the same start time.

### 1.5.13 Examples of Video Monitoring and Recording of Public Areas

Legitimate safety and security purposes include, but are not limited to, the following:
Protection of building and property:
Building perimeters, entrances and exits, lobbies and corridors, receiving docks, special storage areas, laboratories, cashier locations, etc.

Monitoring of access control systems:
Monitor and record restricted access transactions at entrances to buildings and other areas.

Verifications of security alarms:
Intrusion alarms, exit door controls, hold-up alarms, etc.

Video patrol of public areas:
Transit stops, parking lots, public (enclosed and unenclosed) streets, shopping areas, vehicle intersections, etc.

Criminal investigations:
Robbery, burglary, and theft surveillance.

Protection of pedestrians:
Monitor pedestrian and vehicle traffic and vehicles in traffic areas at intersections.
Memorandum of Understanding

This memorandum of understanding is to formalize an agreement between ISU PUBLIC SAFETY management and staff regarding use of departmental computers, technological devices and information. In addition, this memorandum also covers responsibilities and duties related to patrol personnel.

1. Once the default settings for office equipment have been determined and established, they are not to be changed without approval from management.
2. No unauthorized programs are to be loaded onto any departmental computer. This includes, but is not limited to, screen savers, games, technical programs.
3. Downloading of Internet executable files (files ending in .exe) is PROHIBITED unless approved by management.
4. Your computer usage is to be of a professional nature in accordance with the Governor’s Executive Order, No. 2001-12, Statewide Policies on Computer, The Internet and Electronic Mail Usage by State Employees. This includes, but is not limited to, NO GAMBLING and NO PORNOGRAPHY.
5. I understand that my email and computer usage, including visited internet sites may be monitored at any time.
6. Under no circumstances will CCTV cameras be used to peer or intrude into the personal lives and/or business of any employee or student except as specified in the departmental policy and procedure, which I have read and understand.
7. All information obtained through your course of employment is confidential and cannot be used except for official business, or released outside of our department without management approval, except as specified by FERPA and department policy. This includes, but is not limited to information contained on the mainframe (i.e.: ticket information), Spillman, CCTV cameras, Bengal Card system, criminal information, incident reports, conversations relative to any of the aforementioned areas.
8. All patrol officers will adhere to all rules, regulations, principles and practices as outlined in the ISU Public Safety Operations Manual. The Operations Manual is available to all patrol officers on the Public Safety share drive in pdf form and in printed copy kept in the Associate Trainer’s Office.
9. Patrol officers will conduct all responsibilities of their assigned shift. This will include making all required building checks, enforcing traffic laws by making traffic stops, conducting parking enforcement with parking citations, participating in the RAD program, and protect campus with crime prevention activities and assisting with special events and other agency activities.
10. Patrol officers will contact the Director of Security for incidents involving activity in which incident may potentially jeopardize the safety or wellbeing of our campus.
11. Violation of the terms of this agreement is grounds for immediate termination.

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Code of Conduct

All members of the Department are required to establish and maintain a working knowledge of all laws, rules, and regulations in force at the University, the rules and policies of the Department and orders of the Department. Rules covered in this section are specified in Idaho Personnel Code Section 19. Copies will be made available to employees.

1.6.1 Bias-Based Profiling

The ISU Public Safety Department must be sensitive to the image that our department projects to the community. Our commitment to community policing requires that we foster trust in order to be successful in building partnerships with our community. Faculty, staff and students will not engage in problem solving with a public safety department they do not trust. With this in mind the intent of the public safety department is to build trust by adopting a policy of no bias-based profiling.

Bias-based profiling is the selection of individuals based on a broad set of criteria, which casts suspicion on an entire class of people without any individualized suspicion of the particular person being stopped. This includes, but is not limited to race, ethnic background, gender, disability, sexual orientation, religion, economic status, age, cultural group, national origin or other identifiable groups.

ISU’s Public Safety Department and its members do not condone the use of any bias-based profiling in any of its programs. Any action based on the characteristics above or other than the actions of the individual(s), may lead to violations of constitutional rights of those we serve, undermine the legitimate law enforcement efforts and lead to claims of civil rights violations. Bias-based profiling fosters distrust of the law enforcement community and invites legislative action, judicial intervention, and media scrutiny.

All ISU Public Safety Department member enforcement contacts will be the result of probable cause or reasonable suspicion as appropriate to the activity. All department employees will treat all people with whom they have contact equally.

Unless one or more of these characteristics are part of an identifying description of a possible suspect, any consideration of these characteristics in deciding whether to stop, question, search, or arrest a person constitutes profiling and is expressly prohibited.
Any member of the department that witnesses a violation of this policy will report that violation to
his/her supervisor. The supervisor will forward that information up the chain of command to the Chief
of Police with recommendations for corrective action.

An annual administrative review of agency practices and citizen concerns/complaints will be conducted
by the Captain to ensure compliance with this policy.

All department personnel will receive training in regards to bias-based profiling.

**1.6.2 Application of Orders, Rules, and Regulations**

Standards of conduct established in these general orders shall apply and be adhered to by all members
of the Department and shall apply at all times while employed.

**1.6.3 Obedience of Laws and Regulations**

Members shall observe and obey all federal and state laws, policies, and procedures of the University,
the Board of Education, and orders of the Department.

**1.6.4 Reporting Violations of Laws, Policy and Procedure, Rules, or Orders**

Members knowing of other employees violating laws, ordinances, or rules of the Department, or
disobeying orders, shall report the violation to the Director by officer’s report through the chain of
command.

**1.6.5 Standard of Conduct**

Members shall conduct their private and professional lives in such a manner as to avoid adverse
reflection upon themselves as members of the Department. *(See Code of Ethics in IPC 19.A.l.e. and
General Orders Chapter I Section 1.4).*

**1.6.6 Insubordination**

The deliberate refusal of any member to obey a lawful order given by a superior shall constitute
insubordination and may be subject to disciplinary action.
1.6.7 Non-Discrimination

Non-Discrimination Policy - It is the policy of Idaho State University to provide equal employment opportunities to applicants and equal benefits to employees without regard to race, color, national origin, religion, sex, age, disability, or veteran's status in accordance with the applicable State and Federal laws.

Equal Employment Opportunity Policy - The policy of Idaho State University is to pursue a continuing program of specific positive practices designated to achieve the realization of equal employment opportunity without regard to race, color, national origin, religion, sex, age, disability, or veteran status in accordance with the applicable State and Federal laws.

The Public Safety Department will not tolerate discrimination in any form by any member. Any discrimination that is alleged will be investigated and handled in a fair and expedient manner.

ISU’s EEO/Affirmative Action Grievance Committee will review complaints of discrimination by all University employees or applicants for employment to the University pursuant to the procedures in Part 4, Section V.F of ISU Policies and Procedures.

1.6.8 Conduct toward Superiors, Subordinate Officers, and Associates

Members shall treat superiors, subordinates, and associates with fairness and respect. They shall be courteous and civil at all times in their relationships with one another. A member will refrain from speaking negatively of any nationality, race, gender, or religion not just toward an associate, but snide remarks in the presence of an associate (office setting). A member will refrain from using coarse, violent, profane, insolent, or disrespectful language.

1.6.9 Criticism of Department

Members shall not publicly criticize or ridicule the Department, its policies, or other members by talking, writing, or expressing in any other manner, where such action is:

A. Defamatory;
B. Obscene;
C. Unlawful;
D. Or tends to impair the operation of the Department by interfering with its efficiency, interfering with the ability of supervisors to maintain discipline, or having been made with reckless disregard for truth or falsity.
1.6.10  Conduct toward the Public

A. Members shall be courteous and orderly in their dealings with the public. They shall perform their duties quietly, avoiding harsh, violent, profane, or insolent language or gestures and shall remain calm regardless of provocation to do otherwise.

B. Will not express any prejudice concerning race, religion, politics, national origin, life style, or similar characteristics.

C. Members shall not, at any time or for any reason, willfully subject any person or animal to cruel treatment, nor willfully neglect any necessary humane action which circumstances may require.

C. Employees shall address each other by title or in a professional manner when in public.

1.6.11  Impartial Attitude

All members shall remain completely impartial toward and treat fairly all persons coming to the attention of the Department.

A member will truthfully answer all questions specifically directed and narrowly related to the scope of employment and operations of the Department which may be asked of him upon order of the Director, the Director's designee, or a superior officer.

1.6.12  Identification

A member will carry his identification card on his person at all times, except when impractical or dangerous to his safety or to an investigation. He will furnish his name and identification number to any person requesting that information when he is on-duty or while holding himself out as having official capacity, except when the withholding of such information is necessary for the performance of their duties or is authorized by proper authority.

1.6.13  Acceptance of Gifts, Gratuities, Fees, Loans, or Rewards

A. Employees shall not accept any gifts, gratuities, loans, fee, or other item of value, the acceptance of which might tend to influence directly or indirectly the actions of the employee or any other members or employees in any matters of police business, or which might cast an adverse reflection on the Department.

B. Members shall not accept nor solicit any gifts, gratuities, loans, or rewards directly or indirectly, from any person who is:

1. Liable for arrest.
2. In custody.

3. After discharge from custody.

C. Neither shall they engage in any business transaction with any person in custody nor during an official contact.

D. Employees are prohibited from buying or selling anything of value from or to any:

1. Complainant/victim.

2. Witness.

3. Defendant/prisoner.

4. Or any other person involved in a case which has come to their attention or which arose out of their Departmental employment except as may be specifically authorized by the Director.

1.6.14 Contributions

No contribution or subscription shall be made by any member for the benefit of another member without the consent of the Director.

1.6.15 Debts

Members shall make a sincere and reasonable effort to pay their debts promptly.

1.6.16 Prohibited Activity On-Duty

Members are prohibited from engaging in the following activities while on-duty:

A. Sleeping.

B. Loafing.

C. Idling - members shall not sleep on-duty and at all times shall be attentive to their duties.

D. Conducting private business.

E. Carrying any articles which distract from the proper performance of duty.

F. Drinking intoxicating beverages in uniform.
G. Internet games, downloads.

H. Watching T.V.

I. Gabbing in Dispatch Center.

J. Using Spillman for other than Official Business.

The preceding examples shall not be construed to be all-inclusive.

1.6.17 Loitering

A. All members on-duty or in uniform shall not enter taverns, theaters, or other places except to perform an official task. Members may eat in a restaurant where alcoholic beverages are sold but may not drink alcoholic beverages while in uniform.

B. Employees off-duty or not performing Departmental business and not on any official standby status shall not loiter in Departmental areas.

1.6.18 Use of Alcohol, Intoxicants, or Drugs

A. A member will not consume intoxicating beverages while in uniform or on-duty, except in the performance of duty while acting under proper and specific orders from a superior officer.

B. A member will not appear for duty, or be on-duty, while under the influence of an intoxicant to any degree whatsoever, or with an odor of an intoxicant on his/her breath.

C. No member, while on-duty, shall use depressant, stimulant, or hallucinogenic drugs other than those prescribed by a physician, and then only with the knowledge of their immediate supervisor.

D. No member shall drink or purchase any alcoholic beverage while on-duty or in uniform if off-duty. No officer in plain clothes shall drink or purchase any alcoholic beverages while on-duty except when necessary in the performance of duty and then only with the prior written approval of the supervisor and with a copy of the written approval being immediately forwarded to the Director. Members receiving permission to drink alcoholic beverages on-duty shall do so in a manner that does not prohibit them from taking necessary duty actions.

E. No members while off-duty shall consume intoxicating beverages or drugs to the extent they engage in illegal activity or that it results in impairment, intoxication, or obnoxious or offensive behavior which discredits them or the Department, or renders the member unfit to report for their next regular tour of duty or special assignment.
1.6.19 Intoxicants on Departmental Premises

No member shall store or bring into any department facility or vehicle alcoholic beverages, controlled substances, narcotics, or hallucinogens except for an official purpose. Items held as evidence shall be properly stored and identified according to current policy.

1.6.20 Smoking While On-Duty

Smoking is prohibited on all property wholly owned, leased or operated by Idaho State University. This consists of all buildings, including residence halls, all grounds, including exterior open spaces, parking lots, on-campus sidewalks, University-owned streets, driveways, athletic and practice facilities and recreational spaces; and in all University-owned or leased vehicles.

Smoking is hereby defined as the burning of tobacco or any other material in any type of smoking equipment, including but not restricted to cigarettes, cigars or pipes.

1.6.21 Misrepresentation and/or Falsification

No member shall, in official capacity, willfully misrepresent any matter, sign any false official statement or report, commit perjury, or give false testimony before any court, grand jury, board, commission, official hearing, or Departmental inquiry.

1.6.22 Consorting

A. Members of the Department will avoid personal associations with persons who have been convicted of a felony, under criminal investigation or indictment, or who have an open and notorious reputation in the community for felonious criminal or immoral behavior, except in the discharge of their official duties. Deviation from this policy may be granted by the Director.

B. Members shall not solicit a person's identification for personal reasons.

C. Members shall refrain from personal advances toward victims, complainants, or any person known to the member as a result of official business, while on-duty. No official document shall be used to contact a person for personal reasons.

1.6.23 Gambling

A member will not engage or participate in any form of illegal gambling at any time, except in the performance of duty or while acting under proper and specific orders from a supervisor.
1.6.24 Property/Evidence - Abandoned, Found, Safekeeping, Etc.

Evidence, abandoned, and found property maintained for safekeeping and any other property/evidence received by a member of this Department shall not be used or converted to personal use by any member of the Department. Requests for conversion to Departmental use may be made to the Director via the chain of command.

1.6.25 Departmental Property

Members will not misuse or abuse Department equipment. Any loss or damage to Departmental property shall be immediately reported to the on-duty supervisor both verbally and in writing. Any employee guilty of neglect or willful damage of such property may, at the discretion of the Director or as recommended by a Board of Inquiry, be responsible for the cost of its replacement and repair (total or partial) in addition to any disciplinary action.

1.6.26 Reporting for Duty

Members shall be punctual in reporting for duty at the time and place designated by their supervisors. Failure to report on time for duty may be deemed neglect of duty. Members shall be responsible for notifying their supervisor in advance of any absence from duty. If the supervisor is not available, the dispatcher will be notified of the absence. Communications shall make written notice of the absence and forward that notice to the employee’s supervisor.

1.6.27 Roll Call

Unless otherwise directed, members shall report to daily roll call at the time and place specified and be properly uniformed and equipped. They shall give careful attention to all orders and information provided and available.

Uniformed personnel shall be prepared to respond to any call for service while attending roll call.

1.6.28 Relief

A member will report to the squad room in person at the expiration of his tour of duty, unless exceptional procedure is authorized by a superior officer. A member assigned to duty at a specific location may be excluded from this requirement.

A member will not leave his assigned duty post during a tour of duty except when authorized by proper authority.
Officers will not leave their assigned post, patrol, or duty assignment until officially relieved by the oncoming shift officer. If the relief officer does not arrive within five minutes of the official end of shift, the duty officer is to notify the Public Safety supervisor and write an official report of the incident.

1.6.29   Reporting to Supervisors

A. Members shall keep their supervisors informed of any unusual activity, situation, or problem with which the Department would logically be concerned.

B. An employee shall notify the supervisor in writing any time there is involvement as a witness, victim, or suspect in any situation under investigation by another law enforcement agency.

C. Any employee involved as a plaintiff or defendant in any civil action resulting from official activity as a Department member shall report this fact in writing by officer’s report to the Director via the chain of command.

1.6.30   Reports and Records

No member shall knowingly delay the filing of a report, alter, remove, or falsify any official records, nor cause inaccurate, misleading, or false information to be entered into any Departmental book, record, or report.

A member will submit each report on time and in accordance with established Departmental procedure. A report submitted by a member will be truthful and complete, and no member will knowingly enter or cause to be entered any inaccurate, false, or improper information. “On time” is defined as the completion of the shift during which any phase of an investigation is completed.

1.6.31   Confidentiality

Members shall consider the operations and official business of the Department to be confidential. They shall not discuss these matters with anyone outside the Department except in accordance with Departmental procedures.

1.6.32   Business Cards

Business cards which refer to the Department shall be used by members only in conjunction with official business.
1.6.33 Posted Orders

Any order posted on an official bulletin board or distributed through any other official channel over the signature of the Director shall have effect as, and be construed as part of these rules and regulations.

1.6.34 Bulletin Boards

A. Notices or announcements posted on bulletin boards within the Department shall pertain to the business of the Department or be otherwise approved by the Director.

B. No member shall mark, alter, or damage any item posted on a bulletin board unless necessary.

C. Each item placed in the daily bulletin or radio log will conform with the Department of Public Safety orders. All officers are required to read the daily bulletin at the beginning of their shift.

1.6.35 Duty and Off-Duty Defined

Members of the Department shall have regular hours assigned to them for active duty and when not so employed shall be considered "off-duty."

1.6.36 Call Out

During "off-duty" time, members of the Department shall be subject to call out duty or standby duty as deemed necessary by the Director.

1.6.37 Action While Off-Duty

An officer shall act in an official capacity off-duty according to proper state statute if the action will safeguard life.

A. If an officer is off-duty and observes an incident requiring police action and life is not endangered, the incident shall be reported to the department of jurisdiction for action.

B. Any officer action off-duty shall immediately be reported to the on-duty supervisor. A written report shall be submitted by the officer involved within 24 hours to the Director via officer’s report and the chain of command. An initial written report shall be made by the on-duty supervisor to the Director by the end of the shift.
1.6.38 Security Violations

Stealing, altering, forging, releasing to unauthorized persons, or tampering with any kind of Department record, report, equipment, citation, or any form of electronically transmitted information shall be cause for disciplinary action up to, and including, termination.

1.6.39 Court - Absence

If for any reason any member of the Department cannot attend court, notification of the proper authority of the intended absence must be made. It is always the responsibility of the employee to advise the proper authority if a court notice is received which conflicts with duty schedule, vacation, or other commitments.

1.6.40 Court Preparation

All members shall have the cases in which they are concerned properly prepared and all property which is to be used in evidence suitably arranged for court.

1.6.41 Court - Testifying for the Defendant

Any member subpoenaed to testify for the defense in any criminal action or hearing shall notify the office of the County/City Attorney upon receipt of the subpoena and shall insure that their supervisor is notified of the same.

1.6.42 Court - Order of Appearance

If an employee is notified of court cases that conflict with each other, the preference for court appearances shall be:

A. District, including Grand Jury.
B. Magistrate Court.
C. Another agency's case outside Bannock County.

The officer shall be responsible for making the proper notifications in a timely manner.

1.6.43 Failure to Appear for Court

Any employee who fails to appear for a scheduled court case, who had previous notice of the case will be subject to disciplinary action.

Repeated violations: Disciplinary action up to and including termination.
1.6.44 Appearance in Court

A member will testify with the strictest accuracy, confining himself to the case being heard and neither suppress nor overstate the slightest circumstances with a view of favoring or discrediting any person. Attendance at court or hearings as required by subpoena or official request is an official duty. Permission to omit this duty must be obtained from the prosecuting attorney or the administrative official handling the case. When appearing in court, either the official uniform or appropriate businesslike attire must be worn.

A member will present a neat and clean appearance, avoiding any mannerism which might imply disrespect. A member of the Department concerned with the case will be punctual in attendance. He will have each case prepared properly and all evidence ready for presentation. A member will give the utmost attention and respect toward the magistrate or hearing official at all times.

1.6.45 Tardy Regulation and Penalty

All employees shall be subject to the following disciplinary procedure in any instance where tardiness, without good cause, occurs in connection with a required attendance or work schedule.

A. First tardy within 12 months: Oral warning by supervisor/PPR entry.
B. Second tardy within 12 months: Written reprimand from supervisor.
C. Third tardy within 12 months: Disciplinary suspension/disciplinary probation.
D. Fourth tardy within 12 months: Dismissal.

Documentation reflecting reason for tardiness and time late shall be submitted by the employee using the appropriate Officer’s Report Form.

1.6.46 Damaged/Inoperative Property or Equipment

Members shall notify their immediate supervisor, or the on-duty supervisor of any defects or hazardous conditions existing in any Departmental equipment or property. The supervisor investigating the incident shall submit an endorsement on the appropriate Officer’s Report Form and forward it to the Director through the chain of command.

This section does not apply to routine maintenance problems with vehicles.

1.6.47 Usage and Accountability for Supplies and Equipment

All members of the Department shall be held responsible for proper usage of Departmental equipment. The employee is responsible and accountable for all Departmental issued equipment at all times.
1.6.48 Surrender of Departmental Property

Members are required to surrender all Departmental property in their possession upon separation from service. If an employee fails to return non-expendable items, a requirement will be made to reimburse the Department for the fair market value of the article(s). Criminal charges may be pursued for items that are not returned. The Director will make the final determination.

1.6.49 Care of Department Buildings and Property

Members shall not mark, mar, or deface any surface in any Departmental building. No material will be affixed in any way to any wall in departmental buildings without specific authorization.

No political posters, bumper stickers, or campaign material shall be affixed to any Departmental bulletin board, wall, locker, or floor of the Department.

1.6.50 Department Lockers & Locks

ISU Public Safety will provide each patrol officer with their own locker, lock and key. While the locker is under the control of the individual officer, it is to be kept neat, clean and not to be used for any purpose that may cause embarrassment or discredit to the department.

Officers will be allowed to personalize their lockers by posting stickers and personal items on their lockers so long as the items adorning their locker are not offensive to anyone and are not so extreme as to cause the department to spend time or money restoring the locker to its original condition.

The Public Safety Department will maintain key access for each individual locker. Routine locker inspections will be conducted to maintain good order and discipline. The inspections will not be taken lightly and will be done for the following reasons:

A. When sanitary conditions of a locker have deteriorated to the point that it begins to negatively impact the other officers in the locker room.

B. Use of the locker for any illegal purpose or in violation of University policy.

C. Retrieval of equipment left in the locker that is imperative to conducting regular business.

In all situations where an employee will have their locker accessed, attempts will be made to have the employee present at the time their locker is opened.

The lockers, locks and keys are the property of the department and are to be returned in the same condition as when they were issued. Officers will not:

A. Have additional keys made for the department lock.
B. Cut the department lock from the department locker

In the event that an officer needs access to their personal locker and they do not have their issued key, they will contact the patrol supervisor or other supervisor to open their locker.

1.6.51 Articles for Publication

Members of the Department shall not make public addresses or write materials for publication concerning the affairs of the Department without first obtaining permission from the Director or his designee.

1.6.52 Public Appearances

Members of the Department who are requested to appear before a public group to represent any topic relating to the operations of the Department shall obtain permission from a supervisor.

1.6.53 Testimonials

Members shall not seek personal publicity in the course of their employment. They shall not permit their names or photographs to be used to endorse any product, service, or individual which is in any way connected to or with the Department or University without permission of the Director.

1.6.54 Correspondence

Members shall not correspond in the name of the Department without permission from the Director or his designee.

All correspondence going forth from the Department shall go out under the signature of the Director as follows:

Stephen Chatterton
Director

_____________________

(Author)
(Title)

Official letterhead stationary shall be used only for Official Departmental Correspondence.
1.6.55  **Official Information**

Personnel taking classes at the University or elsewhere shall not use, without approval, information contained in official files of the Department for the purpose of making reports, written or oral, or for use in any other academic project without the prior approval of the Director.

No member of the Department may respond to any requests for information regarding crime trends, statistics, or any other type of information contained in the official files of Department unless a request is of an official nature for the use of University officials. All requests for information by students, staff, faculty, or other persons not officials of the University, shall be directed to the Director or his designee.

The Department publishes an annual report, as well as all the current crime statistics as reported to Department via the Uniform Crime Report or the Consolidated Monthly Report. This report may be quoted.

Any crime statistics published by the Department are considered public information and may be distributed at any time. Informational sheets are available through the Sergeant assigned to crime prevention.

1.6.56  **Forwarding Communications**

A. Any member of the Department receiving written communication for transmission to a higher Departmental command shall in every case forward such communication without delay. Members receiving a communication from a subordinate directed to a higher command shall endorse it indicating approval, disapproval, or acknowledgment. The date and time of review shall also be indicated on the document.

B. Employees are responsible for following the chain of command for all officer’s reports and memorandums. These two forms of communication should be addressed accordingly and should only include the supervisors involved. No communication should be addressed to the Director unless specifically required, or as a matter of policy or procedure.

C. Supervisors are required to review memorandums and officer’s reports and forward them up the chain of command as necessary.

1.6.57  **Department Address - Use of**

Members shall not use the Department as a mailing address for private purposes nor routinely receive personal mail at the Department. The Departmental address shall not be used on any employee’s motor vehicle registration, operator’s license, or any other official document.
1.6.58 Maintenance of Telephone and Address

All members of the Department shall maintain a telephone in their residence.

All members shall have a permanent local address on file with the Department.

1.6.59 Change of Address or Telephone Number

All members of the Department shall inform the Director within 24 hours of any change of address or telephone number. The Director shall make the changes on the official Department roster and notify Communications of the change. Notification to the Director shall be made via officer’s report via the chain of command.

An officer will have a telephone in his residence and will notify his superior officer within 24 hours of any change of telephone number. A member’s personal telephone number is considered confidential information unless stated otherwise by the member in writing.

1.6.60 Department Telephones

The use of Departmental telephones is restricted to official business.

No member shall make or cause to be made long-distance telephone calls charged to the Department which are for personal business.

1.6.61 Collect Call - Incoming

Collect calls can no longer be made to the Department.

1.6.62 Pagers

Selected personnel will be issued Pagers for notification requirements.

1.6.63 Labor Activity

No member in uniform shall enter any building, structure, or premises where posters or persons have been placed to indicate a labor dispute in progress, except as necessary in the performance of duty as required. Officers at the scene of a labor dispute shall remain strictly impartial and shall not accept any gratuities from the parties involved.
1.6.64  Strike or Work Stoppage

Members shall not engage in or conduct a work stoppage or strike. The term "strike" means:

The concerted failure to report for duty, the willful absence from one's position, the stoppage of work, or the abstinence in whole or in part from the full, faithful, and proper performance of the duties of employment, for the purpose of inducing, influencing, or coercing a change in the condition, or compensation, or rights, privileges, or obligations of employment.

The techniques of “sick call,” “blue flu,” or “mass resignation,” are specifically included in the definition of a “strike” under this definition.

Employees taking part in such action will be subject to disciplinary action.

1.6.65  Abuse of Position

A member will not use his official position, official identification cards, or badges:

A. For personal or financial gain.

B. For obtaining privileges not otherwise available to him except in the performance of duty.

C. For avoiding consequences of an illegal act.

D. A member will not lend to another person his identification card or badge or permit the identification card to be reproduced without the approval of the Director of Public Safety.

1.6.66  Violation of a Rule

A member will not commit any act or omit any act which constitutes a violation of any rule, regulation, directive, or order of the Department, whether stated in this chapter or elsewhere. Members are subject to disciplinary action as stated in IPC 19 A.1.a.

1.6.67  Truthfulness

A member will truthfully answer all questions specifically directed and narrowly related to the scope of employment and operations of the Department which may be asked of him upon order of the Director, the Director's designee, or a superior officer.
1.6.68     Abuse of Process

A member will not make false accusations of a criminal, disciplinary, or traffic charge.

1.6.69     Intervention

A member will not interfere with a case being handled by another member of the Department or by another governmental agency unless:

A. Ordered to intervene by a superior.

B. The intervening member believes beyond a reasonable doubt that a manifest injustice would result from failure to take immediate action.

C. A member will not undertake an investigation or other official action which is not part of his regular duty without obtaining permission from his superior officer.

1.6.70     Dissemination of Information

A member will treat the official business of the Department as confidential. Information regarding official business will be disseminated only to those for whom it is intended, in accordance with established Departmental procedures. A member may remove or copy an official report from an installation only in accordance with established Departmental procedures.

A member will not divulge the identity of a person giving confidential information except as authorized by proper authority.

1.6.71     Endorsement or Referral

A member will not recommend or suggest in any manner, except in the transaction of personal business, the employment or procurement of a particular product, professional service, or commercial service (such as attorney, ambulance service, towing service, bondsman, mortician, etc.). In the case of ambulance or towing service, when such service is necessary and the person needing the service is unable or unwilling to procure it or requests assistance, a member will proceed in accordance with established Departmental procedures.

1.6.72     Relief of Duty

Officers will not leave their assigned post, patrol, or duty assignment until officially relived by the oncoming shift officer. If the relief officer does not arrive within five minutes of the official end of shift, the duty officer is to notify the Public Safety supervisor and write an official report of the incident.
1.6.73 Meal

A member will be permitted to suspend patrol or other assigned activity, subject to immediate call at any time, for the purpose of having a meal during his tour of duty, but only for such period of time, and at such time and place as established by Departmental procedures.

A. University policy allows for midmorning and mid-afternoon (15 minutes each) rest breaks and a lunch break midway through the normal work day (8 hours). Employees in the Department of Public Safety are encouraged to take their breaks and lunch periods.

B. Public Safety employees must work for two hours before taking a 15 minute break.

C. Breaks not taken are lost and may not be accumulated to extend the lunch period or to leave work early.

D. Breaks and lunch periods should be coordinated with the supervisor and other Department personnel to assure that Departmental functions are not interrupted. Calls for service will take precedence over break and/or lunch times, which will be rescheduled.

E. Employees who work four consecutive hours or more are expected to take at least a one-half hour lunch break. Lunch breaks may be either one-half hour or an hour, but should be consistent unless authorized by the supervisor.

F. Employees working the day shifts are not paid for their lunch break. Swing, evening, night, and weekend employees are paid for their lunch break, but are expected to be on call during their entire shift. Lengths of their breaks and lunch times are as specified for other employees.

G. Uniformed employees who take their rest or lunch breaks away from the office are required to inform the dispatcher of their location and phone number, and should check in and out of service. Their activity sheets should reflect these times and locations. (See Vehicle Use Policy Chapter I Section 7.1 for additional information.)

H. Employees who use their lunch period or breaks for non-eating purposes should not expect to eat at their work station when they return to work.

I. Employees may consume beverage and/or a snack food (coffee, soda, chips, etc.) at their work stations as long as it does not interfere with their work. Larger meals (sandwiches, burger/fries, salads, plate food, etc.) must be eaten out of view of the general public (i.e., in the office or the break room).
1.6.74 Maintaining Communication

A member on-duty or officially on-call will be directly available by normal means of communication or will keep his office, headquarters, unit, or superior officer informed of the means by which he may be reached when not immediately available via normal methods.

A. Officers shall report to the dispatcher upon arrival at an assigned call and upon completion of the assigned call.

B. Welfare checks will be made once an hour by each on-duty unit identifying when the station call letters are broadcast.

1.6.75 Associations

A member will avoid regular or continuous association or dealings with a person who is under criminal investigation or indictment, or who has reputation in the community or Department for current involvement in felonious or criminal behavior, except as necessary for the performance of official duty, IPC 19.A.1.e.

1.6.76 Visiting Prohibited Establishment

A member will not knowingly visit, enter, or frequent a house of prostitution, gambling house, or establishment wherein the laws of the United States, the state, or local jurisdiction are regularly violated except in the performance of duty or while acting under proper and specific orders from a supervisor, IPC 19.A.1.e.

1.6.77 Property and Evidence

Property or evidence which has been discovered, gathered, or received in connection with Departmental responsibilities will be processed in accordance with established Departmental procedures. A member will not convert to his own use, manufacture, conceal, falsify, destroy, remove, tamper with, or withhold any property or evidence in connection with an investigation or other Public Safety or police action, except in accordance with established Departmental procedures, IPC 19.A.1.a., A.1.b.

1.6.78 Employment Outside of the Department

A member may engage in off-duty employment subject to the following limitations: a) such employment shall not interfere with the member's employment with the Department; b) the member shall submit a written request of off-duty employment to the Director of Public Safety, whose approval
must be granted prior to engaging in such employment (ISU Policies and Procedures part 4 section II-F Page 1).

Approval may be denied where it appears that the outside employment might: a) render the member unavailable during an emergency; b) physically or mentally exhaust the member to the point where his performance may be affected; c) require that any special consideration be given to scheduling of the member’s regular duty hours; or d) bring the Department into disrepute or impair the operation or efficiency of the Department or member.

1.6.79 Education/Training

A member may engage in off-duty education/training subject to the following limitations: a) such education/training shall not interfere with the member’s employment with the Department; b) the member shall submit a written request of off-duty employment to the Director of Public Safety, whose approval must be granted prior to engaging in such activities.

Approval may be denied where it appears that the outside education/training: a) render the member unavailable during an emergency; b) physically or mentally exhaust the member to the point where his performance may be affected; c) require that any special consideration be given to scheduling of the member’s regular duty hours; or d) bring the Department into disrepute or impair the operation or efficiency of the Department or member (ISU Policies and Procedures part 4 section VI-I, Page 1).

1.6.80 Computer Use—Personal

Department computers may be used for personal work. All work should be done from a disk; NOTHING is to be put on the hard drive. All computers are of sufficient capacity and speed that running from a disk should not create problems. The user is responsible for providing a disk.

If someone runs into trouble on the swing or midnight shifts while using a computer, he/she is to leave a note for the day office personnel as to what happened. This will prevent accidental deletions and any related problems.

If there is confidential information on a common computer, passwords are to be used on all confidential information.

If documents are not filed properly, those documents can end up in our program directories and potentially cause problems. If there are those in the Department who do not know how to work from a disk or who need basic computer training, set up time with the secretary who will provide training.

NO computers in supervisory offices are to be used without prior approval from the supervisor.
1.6.81  Citizen Complaint

A member will courteously and promptly record in writing any complaint made by a citizen against any member of the Department. A member may attempt to resolve the complaint, but will never attempt to dissuade a citizen from a complaint against any member of the Department. A member will follow established Departmental procedure for processing a complaint.

1.6.82  Request for Assistance

When any person applies for assistance or advice, or makes a complaint or report either by telephone or in person, all pertinent information will be obtained in an official and courteous manner and be properly and judiciously acted upon consistent with established Departmental procedures.

1.6.83  Cleanliness of Work Area

A member will be responsible for maintaining their work area in a clean and orderly condition. Common areas such as the break room and squad room will be kept clean and orderly by the person(s) using them.

1.6.84  Use of Office Equipment

Authorized personnel may use office equipment such as computers, typewriters, and the copy machine for personal projects only with authorization of a supervisor. Personal software programs will not be used on any department computer. Games already on the computer can only be used during off-duty time and only as long as it does not interfere with normal operations and use of the computer (refer to Chapter I General Orders, Section 1.5.14 Memorandum of Understanding for all Public Safety employees).

1.6.85  Unsatisfactory Performance

A member will maintain sufficient competency to perform his duty properly and assume the responsibility of his position. Each duty will be performed in a manner which maintains the highest standard of efficiency to carrying out the functions and objectives of the Department.

Performance may be considered unsatisfactory when a member demonstrates a lack of knowledge for the application of a required law or regulation; an unwillingness or inability to perform an assigned task; failure to conform to a work standard established for members; failure to take appropriate action on the occasion of a crime, disorder, or other condition deserving police or Public Safety attention; or absence without leave. In addition, repeated poor evaluations or a written record of repeated infractions of rules, regulations, directives, or orders of the Department will be considered *prima facie* evidence of unsatisfactory performance.
1.6.86 Social Media

ISU’s Department of Public Safety endorses the secure use of social media to enhance communication, collaboration, and information exchange; streamline processes; and foster productivity. This policy establishes this department’s position on the utility and management of social media and provides guidance on its management, administration, and oversight. This policy is not meant to address one particular form of social media; rather social media in general, as advances in technology will occur and new tools will emerge.

Social media provides a new and potentially valuable means of assisting the department and its personnel in meeting community outreach, problem-solving, investigative, crime prevention, and related objectives. This policy identifies potential uses that may be explored or expanded upon as deemed reasonable by administrative and supervisory personnel. The department also recognizes the role that these tools play in the personal lives of some department personnel. The personal use of social media can have bearing on departmental personnel in their official capacity. As such, this policy provides information of a precautionary nature as well as prohibitions on the use of social media by department personnel.

Definitions

Blog: A self-published diary or commentary on a particular topic that may allow visitors to post responses, reactions, or comments. The term is short for “Web log.”

Page: The specific portion of a social media website where content is displayed, and managed by an individual or individuals with administrator rights.

Post: Content an individual shares on a social media site or the act of publishing content on a site.

Profile: Information that a user provides about himself or herself on a social networking site.

Social Media: A category of Internet-based resources that integrate user-generated content and user participation. This includes, but is not limited to, social networking sites (Facebook, MySpace), microblogging sites (Twitter, Nixle), photo- and video-sharing sites (Flickr, YouTube), wikis (Wikipedia), blogs, and news sites (Digg, Reddit).

Social Networks: Online platforms where users can create profiles, share information, and socialize with others using a range of technologies.

Speech: Expression or communication of thoughts or opinions in spoken words, in writing, by expressive conduct, symbolism, photographs, videotape, or related forms of communication.

Web 2.0: The second generation of the World Wide Web focused on shareable, user-generated content, rather than static web pages. Some use this term interchangeably with social media.

Wiki: Web page(s) that can be edited collaboratively.
ON-THE-JOB USE

A. Department-Sanctioned Presence

1. Determine strategy

   a. Where possible, each social media page shall include an introductory statement that clearly specifies the purpose and scope of the agency’s presence on the website.

   b. Where possible, the page(s) should link to the department’s official website.

   c. Social media page(s) shall be designed for the target audience(s) such as youth or potential police recruits.

2. Procedures

   a. All department social media sites or pages shall be approved by the chief executive or his or her designee and shall be administered by the departmental information services section or as otherwise determined.

   b. Where possible, social media pages shall clearly indicate they are maintained by the department and shall have department contact information prominently displayed.

   c. Social media content shall adhere to applicable laws, regulations, and policies, including all information technology and records management policies.

      (1) Content is subject to public records laws. Relevant records retention schedules apply to social media content.

      (2) Content must be managed, stored, and retrieved to comply with open records laws and e-discovery laws and policies.

   d. Where possible, social media pages should state that the opinions expressed by visitors to the page(s) do not reflect the opinions of the department.

      (1) Pages shall clearly indicate that posted comments will be monitored and that the department reserves the right to remove obscenities, off-topic comments, and personal attacks.

      (2) Pages shall clearly indicate that any content posted or submitted for posting is subject to public disclosure.
3. Department-Sanctioned Use

   a. Department personnel representing the department via social media outlets shall do the following:

      (1) Conduct themselves at all times as representatives of the department and, accordingly, shall adhere to all department standards of conduct and observe conventionally accepted protocols and proper decorum.

      (2) Identify themselves as a member of the department.

      (3) Not make statements about the guilt or innocence of any suspect or arrestee, or comments concerning pending prosecutions, nor post, transmit, or otherwise disseminate confidential information, including photographs or videos, related to department training, activities, or work-related assignments without express written permission.

      (4) Not conduct political activities or private business.

   b. The use of department computers by department personnel to access social media is prohibited without authorization.

   c. Department personnel use of personally owned devices to manage the department’s social media activities or in the course of official duties is prohibited without express written permission.

   d. Employees shall observe and abide by all copyright, trademark, and service mark restrictions in posting materials to electronic media.

B. Potential Uses

1. Social media is a valuable investigative tool when seeking evidence or information about
   a. missing persons;
   b. wanted persons;
   c. gang participation;
   d. crimes perpetrated online (i.e., cyberbullying, cyberstalking); and
   e. photos or videos of a crime posted by a participant or observer

2. Social media can be used for community outreach and engagement by
   a. providing crime prevention tips;
   b. offering online-reporting opportunities;
   c. sharing crime maps and data; and
   d. soliciting tips about unsolved crimes (i.e., Crimestoppers, text-a-tip).
3. Social media can be used to make time-sensitive notifications related to
   a. road closures,
   b. special events,
   c. weather emergencies, and
   d. missing or endangered persons.

4. Persons seeking employment and volunteer positions use the Internet to search for opportunities, and social media can be a valuable recruitment mechanism.

5. This department has an obligation to include Internet-based content when conducting background investigations of job candidates.

6. Searches should be conducted by a non-decision maker. Information pertaining to protected classes shall be filtered out prior to sharing any information found online with decision makers.

7. Persons authorized to search Internet-based content should be deemed as holding a sensitive position.

8. Search methods shall not involve techniques that are a violation of existing law.

9. Vetting techniques shall be applied uniformly to all candidates.

10. Every effort must be made to validate Internet-based information considered during the hiring process.

PERSONAL USE

A. Precautions and Prohibitions

Barring state law, department personnel shall abide by the following when using social media.

1. Department personnel are free to express themselves as private citizens on social media sites to the degree that their speech does not impair working relationships of this department for which loyalty and confidentiality are important, impede the performance of duties, impair discipline and harmony among coworkers, or negatively affect the public perception of the department.

2. As public employees, department personnel are cautioned that speech on- or off-duty, made pursuant to their official duties—that is, that owes its existence to the employee’s professional duties and responsibilities—is not protected speech under the First Amendment and may form the basis for discipline if deemed detrimental to the department. Department personnel should assume that their speech and related activity on social media sites will reflect upon their office and this department.
3. Department personnel shall not post, transmit, or otherwise disseminate any information to which they have access as a result of their employment without written permission from the chief executive or his or her designee.

4. For safety and security reasons, department personnel are cautioned not to disclose their employment with this department nor shall they post information pertaining to any other member of the department without their permission. As such, department personnel are cautioned not to do the following:

   a. Display department logos, uniforms, or similar identifying items on personal web pages.

   b. Post personal photographs or provide similar means of personal recognition that may cause them to be identified as a police officer of this department. Officers who are, or who may reasonably be expected to work in undercover operations, shall not post any form of visual or personal identification.

5. When using social media, department personnel should be mindful that their speech becomes part of the worldwide electronic domain. Therefore, adherence to the department’s code of conduct is required in the personal use of social media. In particular, department personnel are prohibited from the following:

   a. Speech containing obscene or sexually explicit language, images, or acts and statements or other forms of speech that ridicule, malign, disparage, or otherwise express bias against any race, any religion, or any protected class of individuals.

   b. Speech involving themselves or other department personnel reflecting behavior that would reasonably be considered reckless or irresponsible.

6. Engaging in prohibited speech noted herein, may provide grounds for undermining or impeaching an officer’s testimony in criminal proceedings. Department personnel thus sanctioned are subject to discipline up to and including termination of office.

7. Department personnel may not divulge information gained by reason of their authority; make any statements, speeches, appearances, and endorsements; or publish materials that could reasonably be considered to represent the views or positions of this department without express authorization.

8. Department personnel should be aware that they may be subject to civil litigation for:

   a. publishing or posting false information that harms the reputation of another person, group, or organization (defamation);
b. publishing or posting private facts and personal information about someone without their permission that has not been previously revealed to the public, is not of legitimate public concern, and would be offensive to a reasonable person;

c. using someone else’s name, likeness, or other personal attributes without that person’s permission for an exploitative purpose; or

d. publishing the creative work of another, trademarks, or certain confidential business information without the permission of the owner.

9. Department personnel should be aware that privacy settings and social media sites are constantly in flux, and they should never assume that personal information posted on such sites is protected.

10. Department personnel should expect that any information created, transmitted, downloaded, exchanged, or discussed in a public online forum may be accessed by the department at any time without prior notice.

11. Reporting violations—any employee becoming aware of or having knowledge of a posting or of any website or web page in violation of the provision of this policy shall notify his or her supervisor immediately for follow-up action.
Obedience to Orders

1.7.1 Lawful Orders

All members of the Department shall obey all lawful orders issued by a superior officer. In an order, the word "will" is considered to mean mandatory; "may" is considered to mean permissive; "should" is considered to mean advisory. Orders in the plural include the singular; the word "he" includes both genders.

1.7.2 Unlawful Orders

No command or supervisory officer shall knowingly issue any order which is in violation of any law, ordinance, or Departmental rule or regulation.

1.7.3 Obedience to Unlawful Orders

No member is required to obey any order which is contrary to federal, state, or local laws or University policy and procedure. If in doubt as to the legality of an order, the member shall request the issuing officer to clarify the order or confer with a higher authority.

1.7.4 Obedience to Unjust or Improper Orders

Members who are given an order which they feel to be unjust or contrary to rules and regulations must first obey the order to the best of their ability and then may proceed to appeal as prescribed.
1.7.5 Reporting and Appeal - Unlawful, Unjust, Improper Order

A member receiving an unlawful, unjust, or improper order shall, at first opportunity, report in writing, via the proper Officer’s Report Form, to the Director through the official channel. This report shall contain the facts of the incident and action taken. Appeals for relief from such orders may be made at the same time.

1.7.6 Conflicting Orders

Orders will be countermanded or conflicting orders will be issued only when reasonably necessary for the good of the Department. Upon receipt of an order conflicting with any previous order or instruction, the member affected shall advise the person issuing the second order of this conflict. Responsibility for countermanding the original instruction then rests with the individual issuing the second order.

1.7.7 Marking Orders or Announcements

Members shall not mark, alter, or deface any posted notice of the Department (not to preclude initialing for acknowledgment).

1.7.8 Public Safety Order

Public Safety order is a term embracing any official publication including: Department rules and regulations, policies, procedures, instructional materials, and memoranda, as well as oral or written instructions issued by a supervisor.

1.7.9 Rule and Regulation

A rule or regulation is a directive designed to cover a situation in which no deviation or exception is permitted, without supervisory approval.

1.7.10 Policy

A policy is a directive which constitutes a general statement designed to guide the organization and a member in the direction of an organizational goal. A policy may be viewed as the direction that represents an overall plan for the organization.
1.7.11 Procedure

A procedure is a specific guide. It is a written directive which describes expected methods of operation. A procedure generally permits some flexibility within certain defined constraints.

1.7.12 General Order/Standard Operational Procedure

A general order is written and issued by authority of the Director of Public Safety and applicable to the Department, division, bureau, or unit. A general order is the most authoritative directive in the Department. It remains in effect until altered or until superseded by another order.

1.7.13 Special Operating Order

A special order is a written directive by the Director of Public Safety or a staff supervisor and is applicable to the Department, division, bureau, or unit. It is intended to establish a specific policy and to direct procedure for a special situation or event. The order covers a temporary situation until it ceases to exist.

1.7.14 Instructional Material

Instructional material is a directive that is intended to expand on the purpose and reason for a rule or regulation. A training bulletin, for example, is considered to be an instructional directive.

1.7.15 Memorandum

A memorandum is utilized to disseminate information or instruction which does not warrant a formal order. It is also used to emphasize a previously issued order.

1.7.16 University Staff Personnel Rules

In addition to the Public Safety order, a member is subject to the University Rules & Policies in the ISU Policies and Procedures and the Idaho Personnel Rules and Regulations.

1.7.17 Daily Bulletin/Activity Sheet

A daily bulletin is a report by the Department to a member, or members within units, for the purpose of transmitting pertinent information directly related to the daily operation of the Department. The daily bulletin is to be maintained by the supervisor in charge of each shift and passed on to each member in his command.
1.7.18  Familiarity with Orders

All members will be responsible for familiarizing themselves with each rule, regulation, policy, or order of the Department.

1.7.19  New Member

A new member will be responsible for familiarizing himself with each rule, regulation, policy, or order within 20 days after becoming a member of the Department.

1.7.20  Regular Member

A regular member will acquaint himself with each new rule, regulation, policy, or order within one working day after issuance. A member absent from the Department for any legitimate reason will acquaint himself with each item within one working day subsequent to his return to duty.

1.7.21  Insubordination

A member will be considered insubordinate when he fails or deliberately refuses to obey a lawful order, directive, or command issued by a supervisor. This will include an order relayed from a superior officer to a member of the same or lesser rank or when his behavior, demeanor, or language toward a supervisor reflects disregard or disrespect.

1.7.22  Classification of Orders

Each general order will be classified into one of the following categories:

A. Administration
B. Communications
C. Investigations
D. Legal
E. Miscellaneous
F. Patrol
G. Traffic/Parking
Concurrent Jurisdiction/Mutual Aid

2.1.1 Jurisdiction

Idaho State University Public Safety officers are not sworn peace officers. Jurisdiction is shared with local law enforcement agencies. The Pocatello Police Department has concurrent jurisdiction on the campus and all properties owned or controlled by the University within the city limits of Pocatello. Public Safety officers are on-duty 24-hours a day, seven days a week. They are responsible for enforcement of University rules and regulations. ISU Public Safety officers are authorized to make citizen’s arrests when necessary and detain suspicious subjects for questioning by the police within the boundaries of University property. The ISU campus is within the jurisdiction of the Pocatello Police Department and is patrolled regularly by the police department.

2.1.2 Mutual Aid—Purpose

This policy is intended to effect maximum cooperation in law enforcement between the ISU Department of Public Safety and other law enforcement agencies via either requested or voluntary assistance.

2.1.3 ISU Department of Public Safety and Pocatello Police Department

The Pocatello Police Department and ISU Public Safety share patrol responsibilities on University property. PPD has law enforcement responsibilities. ISU Public Safety will assist the PPD at their request and direction.

2.1.4 ISU Department of Public Safety—Responsibilities

The PPD and ISU Public Safety shall have the responsibility for collecting, reporting, and disseminating criminal statistical information for all crimes occurring on the University properties.
On all University properties, PPD may collect, report and disseminate criminal statistical information for Part II and Part III offenses (see Uniform Crime Report) that will not require further police investigation, i.e., follow-up by investigators or detectives.

2.1.5 Pocatello Police Department—Responsibilities

On other than the University properties, PPD shall have the responsibility for collecting, reporting, and disseminating criminal statistical information for Part I offenses, and will collect, report, and disseminate criminal statistical information for Part II and Part III offenses that PPD officers observe or are called upon to investigate.

The PPD has primary jurisdiction and responsibility for all police activities on University property and would request additional assistance from other agencies as needed. The ISU Department of Public Safety will assist as requested.

2.1.6 Requesting Local, State or Federal Aid

When requests for aid from local, state and federal agencies is necessary, the ISU Director of Public Safety, directed by University Administration, will follow the procedures set forth in Idaho Code as established in Sections 67-2328 and 67-2337, as well as any other applicable policies, procedures or laws (see the ISU Emergency Response Plan sections on Disaster Declaration Process and Local Mutual Aid and Multi Agency Coordination).
Organizational Structure

The ISU Department of Public Safety shall be organized and function in a paramilitary structure. The operational components of the Department shall report to the Director via their assigned Captain, Lieutenants, and Sergeants. The Department is composed of full-time officers, student officers, part-time officers, and administrative personnel.

3.1.1 Chain of Command

The chain of command for the Department is established as follows:

Director
Captain
Lieutenant
Sergeant
Corporal*
Public Safety officer
Student Public Safety officer
Student Employees

* Corporals are not classified as supervisors and are not part of the routine chain of command when a Sergeant is on-duty. It is the policy of the Department that for a special detail, and for a specific period, a Corporal may be designated by the Director to take command.

3.1.2 Absence of the Director

In the absence of the Director, the assigned Captain will act in the Director's behalf by assuming the responsibilities of the Director.
3.1.3 Absence of the Captain

In the absence of the Director and Captain, an acting Director will be designated.

3.1.4 Acting Positions

Officers or civilian employees who are directed to act in a capacity above their ordinary position shall, for the necessary time, possess the authority of that position.

3.1.5 Single Command - Emergency Situations

In the event of an emergency necessitating immediate action under a single command, the highest ranking officer at the scene will be in charge until relieved by a higher authority.

3.1.6 Captains - Responsibilities

Captains are responsible for the areas of operation under their immediate supervision. In emergency situations a captain from another operational area may be utilized to direct emergency operations.

3.1.7 Notification of Incidents

During the off-duty hours of the Director, the Captain or the on-duty supervisor will be responsible for insuring the timely notifications of unusual incidents to the next higher authority.

Whenever a major Part I crime, natural disaster, or fire occurs the Director and the Captain of that area will be contacted by the responding supervisor or lead officer.

3.1.8 Emergency - Defined

An emergency is defined as a situation that calls for an immediate decision above ordinary routine activity.

3.1.9 Reporting by Units

A Captain will manage the following sections: patrol, investigations, security, special events, and training assigned to the Department.

A Captain will manage the following sections: parking, maintenance, crime prevention.
Lieutenants and Sergeants will be assigned to supervise a section within the Department: training, campus watch, crime prevention, bike patrol, student officers, and special events.

### 3.1.10 Command Daily Operations

Employees are responsible for following the chain of command in all daily operations. Employees are responsible to their immediate supervisor in daily operations.

### 3.1.11 Patrol

Patrolling is the most visible division within the Department of Public Safety. The members assigned to this unit are the uniformed branch of the Department and are most commonly seen patrolling the campus on foot, motorcycle, bicycle, or in marked vehicles. This division makes virtually all of the initial contacts related to the services provided by the Department.

### 3.1.12 Patrol - Functions

A. 24-hours per day visible vehicular and foot patrol.

B. Enforcement of violations of law; making arrests as necessary.

C. Control traffic flow by issuing moving violation citations.

D. Investigate traffic accidents.

E. Take initial crime reports and follow-up where possible.

F. Respond to medical emergencies, render first aid, and assist paramedic personnel.

G. Respond to fires, injury accidents, or other emergencies to take initial emergency action necessary to preserve life and property.

H. Protect life and property within the Department's jurisdiction and through any mutual aid requests or intergovernmental agreements.

I. Notify the Pocatello Police Department as provided in agreement.

### 3.1.13 Services Provided to the University Community

A. Provide motorist assists.
B. Provide general citizen assistance involving directions and locations, problems of personal nature, understanding of laws, etc.

C. Provide special money escorts as needed.

D. Special security details for University functions, VIP, or dignitary visits.

E. Keep the campus environment safe for the fulfillment of the academic mission.

F. Coordinated efforts toward solving reported crimes and discouraging future criminal activity on the campus.

G. Provide safety escorts.

H. Open and close buildings on schedule and by special request.

I. Lock doors and windows left open by occupants at the end of the day as well as turning off unnecessary lights.

J. Provide notification of safety and security hazards to appropriate areas.

K. Raise and lower flags and open and close traffic control gates.

L. Provide daily money escorts for various departments.

M. Locate mechanical problems in need of immediate attention and begin process resulting in maintenance personnel responding.

N. Provide key services to individual members of the University community.

O. 24-hour contact.

P. Emergency notification center.

Q. Various informational or referral assistance for public needs.

R. Provide specialized services to other departments and University areas.

3.1.14 Investigations

The primary responsibility of the Investigation unit is to perform in-depth investigations of crimes reported to the Department. This follow-up investigation can take many forms from interviewing victims, suspects, witnesses and collection of other sources of information, to handling and processing any physical evidence collected from a crime scene.
Investigation personnel may perform many duties that are not directly related to criminal incidents within the University community; for example, this unit is charged with the executive protection of dignitaries, as well as any University, state, or local figures who may accompany the visitor on campus. Investigation personnel also assist area law enforcement agencies on a "demand" or "need" basis and conduct investigation of violations of the student code of conduct.

The unit conducts background investigations on new employees of the Department, presents criminal cases to the Pocatello Police Department, and works closely with the City/County Prosecuting Attorneys.

3.1.15 Investigations - Functions

A. Follow-up reported crime.
B. Interview affected parties.
C. Investigate major crime scenes and secure evidence.
D. Process evidence.
E. Coordinate follow-up with Pocatello Police Department.

3.1.16 Public Safety

Uniformed Public Safety officers are responsible for insuring the security of the physical campus properties on a daily basis, therefore, ensuring the normal daily activities of members of the campus community. Public Safety officers additionally check off campus properties throughout the evening and night time hours.

3.1.17 Public Safety - Functions

A. Secure and report unlocked doors and windows.
B. Lock and/or unlock buildings as scheduled.
C. Check for potential fire hazards.
D. Check for unauthorized persons.
E. Check for vandalism to University property.
F. Closely observe areas prone to acts of theft and burglary.

G. Check areas where special maintenance may be required or where failure of equipment is possible.

H. Respond to alarms and emergencies in support of police.

I. Observe for safety hazards and water leakage.

3.1.18 Student Officers

Student officers supplement patrol via foot and bicycle. The SO’s increase and enhance the security and safety coverage on campus and serve as "extra eyes and ears" for the Department. SO’s provide a building "walk through" in such buildings as libraries, "stake out" high crime areas such as bicycle racks and report suspicious activity to the regular patrols.

SO’s additionally provide crowd control at the scene of building fires or other emergencies. Other duties include special assignments at athletic events, concerts, and other University events and functions, provide safety escorts, and night time/weekend patrol in selected University areas.

3.1.19 Communications

The Communications Center is responsible for handling all incoming calls on emergency and business telephones, as well as dispatching all emergency and non-emergency calls for service. Communications employees monitor fire and intrusion alarms, direct appropriate responses of emergency units, Pocatello Fire Department and any other law enforcement agencies responding to the University.

Communications also serves as the public reception area for the Department. The Communications Center is operational 24-hours a day, seven days a week.

3.1.20 Communications - Functions

A. 24-hour radio and telephone communications.

B. Dispatching appropriate Public Safety, police, fire, paramedic, ambulance, and other emergency personnel as needed.

C. Receive incoming and initial calls for information, assistance, or emergency notification.

D. Provide law enforcement communication links to other local, state, and national law enforcement agencies.
3.1.21 Parking Officer

A. Adhering to the general responsibilities of members.
B. Providing pedestrian traffic control.
C. Patrolling parking areas and roadways.
D. Issuing citations to vehicles parked in violation of University Parking Regulations.
E. Enforcing rules and regulations of the Department.
F. Opening and closing of facilities.
G. Other duties as assigned.

3.1.22 Records and Data Collection

The Records Department has the responsibility for processing and maintaining all reports and citations of the Department. Records is also responsible for computer data entry, preparing cross file and locator cards, case jackets and call cards, filing reports, statistical data retrieval and preparation of monthly, quarterly, and yearly Uniform Crime Report (UCR) and Departmental reports and analysis.

Personnel will also provide copies of accident and other police reports to individuals and companies as necessary.

3.1.23 Personnel and Payroll Clerks

The Personnel Manager ensures compliance with all employment positions and maintains each employee's personnel file and evaluation schedules.

The Payroll Clerk ensures payroll compliance, as well as coordination and scheduling of all overtime and special event activities of Department employees.

3.1.24 Property/Evidence

The Property/Evidence section serves a vital function of not only accounting for the Department's supplies and inventory but is responsible for all lost and found property. The section is also responsible for the storage and maintenance of all evidence collected involving crimes or other incidents. The task of legally and correctly disposing of contraband and other property is also the responsibility of the unit.

3.1.25 Training

The training section is responsible for insuring the proper training of all officers and dispatchers as mandated and prescribed by law, as well as the Public Safety and community service officers of the Department. The compliance of all training within prescribed time frames is paramount in maintaining proper certification of personnel within the Department. The training officer is to keep the
Department's training files and records current and in the proper format to keep the Department in compliance with state standards.

The training section additionally oversees and coordinates all in-service training schedules and activities as well as coordinating off-campus seminars and workshops at POST or other locations.

### 3.1.26 Crime Prevention

Dedicated efforts by the Department to prevent crime from occurring and to educate individuals in securing themselves and their properties are the most acceptable deterrents to criminal activity.

A number of officers assist in the presentation of programs ranging from date rape to alcohol awareness and education on personal security, crime prevention training, conducting crime prevention surveys and scheduling and conducting crime prevention seminars and classes. The members of the Department actively participate in cultural diversity training and education on the University campus.

### 3.1.27 Public Information Officer (PIO)

The PIO is responsible for the release of information to the news media and to the public on events and activities of the Department. The PIO will represent the Department at a variety of meetings and public events. This person is the University Marketing and Communications Director or an assigned person by the Director of Public Safety.

### 3.1.28 Director of Public Safety

The Director of Public Safety is responsible for the management and total operation of the Department. The Director is given the power and authority to manage and direct the operations of the Department by the President of the University through the State Board of Education. The Director is responsible for:

A. Adhering to the general responsibilities of members.
B. Directing and organizing the Department.
C. Establishing goals and objectives.
D. Preparing the Department budget.
E. Approving the selection, appointment and disciplining of Department members.
3.1.29 Captain

Captains are responsible for the daily operations of their units.

3.1.30 Management Assistant

The Management Assistant to the Director oversees the budget of the Department as well as material purchases and contracts, and handles all confidential correspondence and criminal reports. Additionally, adhering to the general responsibilities of members, transcribing notes, maintaining an appointment calendar for the director, preparing and maintaining the Department's confidential records relating to personnel and internal investigations, handling incoming correspondence, arranging appointments, meetings, and conferences, records attendance of Department members, prepares reports for distribution (develops and maintains statistical records), and other duties as assigned.

3.1.31 Clerical Specialist

The Clerical Specialist is responsible for:

A. Adhering to the general responsibilities of members.
B. Preparing Departmental correspondence and other written material as required.
C. Transcribing notes.
D. Maintaining an appointment calendar for the Director.
E. Handling incoming correspondence.
F. Arranging appointments, meetings, and conferences.
G. Preparing and updating Departmental manuals and policies.
H. Maintaining comprehensive files and records pertaining to administrative and investigative matters.
I. Conducting record checks for outside law enforcement agencies/officers.
J. Preparing reports for distribution.
K. Developing and maintaining statistical records.
L. Other duties as assigned.

3.1.32 Organizational Chart - Annual Update

The organizational chart of the Department shall be updated annually in January. The organizational chart may be updated more frequently as the organizational structure of the Department changes.

The organizational chart shall be posted throughout the Department, including the briefing room. The office shall maintain a visually accurate chart throughout the year.
3.1.33  General Responsibility of Each Member

It is the duty of each member to uphold to the greatest possible extent, the principles of the Department. In addition, each member is responsible for:

A. Properly executing all assigned duties.

B. Promptly reporting, through appropriate channels, developments which may unusually affect the University, the Department, or the public.

C. Ensuring that Department morale is promoted and maintained.

D. Maintaining personal discipline.

E. Properly maintaining, using, and operating equipment, supplies, and material assigned to the Department.

3.1.34  Personnel

The duties and responsibilities of the various positions in the Department of Public Safety are described by the Idaho Personnel Commission Class Description. The foregoing descriptions are not meant to be all inclusive. They are intended to clarify, not fully describe class description. These duties are subject to change by the Idaho Personnel Commission and the Director of Public Safety. Employees are expected to perform the duties as outlined in the IPC classifications for their title and other appropriate duties as assigned.
Constitutional Safeguards–Criminal Investigations

3.2.1 Constitutional Considerations

The Department is committed to adhering to the provisions of the general statutes of Idaho, decisions of the Appellate Courts, and the Constitutions of the United States and the State of Idaho when conducting criminal investigations. While specific requirements of the law must be adhered to, it is the policy of this Department that all suspects, arrestees, and all persons will be treated in a fair and just manner, without regard to personal consideration or bias. All officers shall ensure that the Constitutional rights of all persons are maintained (See Chapter I, Section 1.6.1 Bias-Based Profiling).

The guidelines in this general order are not a comprehensive review of all legal considerations, but are areas that often attract close judicial scrutiny.

3.2.2 Legal Requirements During Criminal Investigations

Coercion or involuntary nature of confessions and admission:
A. The use of coercion, threat, or promises to illicit confession or admission from suspects in criminal cases may render the confession or admission inadmissible and are not permitted.

B. Excessively prolonged interrogations without breaks for personal needs of suspect (i.e., food, rest, and use of toilet facilities) will not be permitted.

C. Deception, trickery, or misstatements relative to elements of the crime or punishment should be avoided.

D. Interrogation techniques must reflect consideration of the subject's age, mental capacity, drug or alcohol impairment, and health.

E. All investigations will conform to the guidelines of the PPD and will be coordinated with the PPD.
3.2.3 Delay in Arraignment

According to the provisions of the Rules of Criminal Procedure, Department personnel must, with respect to any person arrested without warrant, notify the PPD immediately.

3.2.4 Miranda Rights

General on-scene questioning to ascertain "what happened" does not require the Miranda admonition. However, once incriminating information is revealed, the Miranda warnings shall be given.

The admonition of the Miranda warnings is required when the questioning becomes a custodial interrogation, which is:

A. When a reasonable person believes that he or she is not free to leave the area.

B. When an officer solicits words and/or actions intended to create self-incrimination by the person.

When either of the above listed conditions exist, the officer must advise the suspect of the Miranda warning.

The officer shall advise the suspect being questioned by reading the Miranda warnings to the suspect from a standard Miranda rights card. The suspect must acknowledge understanding of the Miranda warnings and intelligently waive those rights prior to the officer questioning the suspect.

If at any time during questioning the suspect requests the presence of an attorney, the officer shall immediately terminate the questioning.

Should the suspect resume conversation about the crime in question by his or her own free will, the officer shall again advise the suspect of the Miranda warning. If the suspect then initiates further dialogue about the crime, it shall be assumed that the suspect is waiving the right to the attorney previously invoked. In this situation the officer may continue the questioning.

Prior to custodial interrogation, Miranda warnings must be given. The rights are:

A. You have the right to remain silent.

B. Anything you say can and will be used against you in a court of law.

C. You have the right to the presence of an attorney to assist you prior to questioning and to be with you during questioning, if you so desire.
D. If you cannot afford an attorney, you have the right to have an attorney appointed for you prior to questioning.

E. (When advising juveniles and their parents, guardian, or attorney) There is the possibility that the juvenile Court will waive its jurisdiction over you and you will be tried as an adult.

F. You can decide at any time to exercise these rights and not answer any questions or make any statements.

G. Do you understand these rights?

H. Now having been advised of these rights and understanding these rights, will you answer my questions?

Prior to questioning, any individual who is in physical custody, or who has been detained and is not free to leave, will be read the Miranda warnings from the approved card.

Arrestees who have been confined to a correctional facility will be asked if they have been given their Miranda warnings, and if they have consulted with counsel prior to questioning.

If the arrestee states "no" to either question, he/she will not be questioned until such time as they have retained or contacted counsel.

An individual who invokes their rights prior to or during questioning shall not be questioned from that point on.

If the individual is incarcerated and requests to speak with an officer, and has previously invoked his/her rights, counsel shall be contacted prior to questioning.

If the individual being detained invokes their rights in the course of the investigation and later recants the rights, questioning is permitted.

3.2.5 Prohibitions

Officers will not:

A. Negotiate terms of immunity from prosecution;

B. Make any promises of rewards; or

C. Use any form of coercion to obtain admission or confessions from any individual.
3.2.6  Deprivation of Counsel

A suspect's request to consult with counsel and counsel's request to consult with suspect will be honored.

A request for counsel during the course of the interrogation will cause a suspension of questioning until contact is made with counsel or the subject has made an obvious waiver of his/her rights.

3.2.7  Pre-Trial Publicity

Release of information in criminal cases will be made available as provided by Departmental policy (See Chapter I Section 8.3.11).

No statements will be made to indicate whether or not a suspect has made a confession or admission.

Information regarding evidence to be used will be released in accordance with Departmental policy, by the Public Information Officer.

3.2.8  Juveniles

汁inuiles have the same Constitutional rights to counsel and privilege against self-incrimination as an adult.

3.2.9  Admonition of Rights - Interviews

Officers will advise juvenile offenders of their Constitutional rights in accordance with the rules of Miranda.

To determine if a juvenile was aware of his/her conduct, officers will have to ask the following questions after advising the juvenile of their Miranda Rights:

A. Do you know the difference between right and wrong? (Have the juvenile explain the difference between the two.)

B. Do you know what you did was wrong?

The Juvenile Court requires clear proof that a juvenile knowingly made and intelligently waived all of his/her Miranda rights prior to being questioned or making a statement which can be used in a court.

A. If a juvenile needs clarification as to his/her rights, the officer shall document the clarification in the basic case/addendum report.
B. The juvenile will be asked prior to the start of any questioning if he/she wants his/her parent, guardian, or custodian present during the interview.

The officer shall document the juvenile's responses(s) in the basic case or supplemental report as to the juvenile's understanding and comprehension of the Miranda warning.

3.2.10 Parental Involvement

A parent, guardian, or custodian does not have the right to invoke the juvenile's rights.

Parents may act as the juvenile's legal counsel.

3.2.11 Interviews - Juveniles

Interviews shall be reasonable in length, taking into consideration the juvenile's age and emotional and psychological state. An interview longer than two hours will require the presence of the juvenile's parents, or guardian, unless approved by a supervisor.

If the officer believes that the juvenile is incapable of intelligently waiving his/her Miranda rights, due to age or mental capacity, the juvenile will not be questioned.
Wearing of Uniform/Grooming and Appearance

Purpose

- Establish rules and regulations regarding the agency uniform, equipment, and personal appearance.
- Establish employee accountability for the agency uniform and equipment.
- Establish an agency dress code and employee personal appearance guidelines.

Policy

In order to establish “esprit de corps” among members, be easily recognized by the public, and enhance the public view of the Public Safety Department, it is necessary to standardize the manner and dress of the members.

General

Officers will wear the designated uniform when reporting for duty, while on duty, and during any authorized special assignment. When the uniform is worn, care shall be taken that it fits well, is neat, clean, properly pressed, and that all leather and metal items are polished and in presentable order.

Non-sworn Officers will wear and maintain an employee uniform as required.

Employees of the agency shall be neat in appearance and well groomed.

While wearing the uniform, members shall maintain a professional appearance.

All members working in patrol assignments will wear their department issued body armor when on duty and/or working special assignments. Any exceptions will be approved by the Director of Public Safety.
Under no conditions will a part of the official uniform be intermixed with the wearing of civilian clothes. Issued uniform items will not be worn or utilized when not on duty, i.e., boots, gloves, trousers, shirts, jackets, etc.

When necessary, the Director may prescribe other types of clothing to be worn.

4.1.1 Uniform Maintenance

All Department officers shall, regardless of assignment, maintain a regulation uniform in serviceable condition. Members in civilian dress shall wear clean, neat clothing consistent with their duties and shall maintain a well-groomed appearance in accordance with the accepted practices for business attire. Copies are available for employees.

4.1.2 Class A Uniform

The Class A uniform is defined as LA Blue, long or short sleeved shirt (specified), pants, tie (discretion of Director), and other standard uniform items. Authorized outer wear may be worn as weather conditions warrant.

A member wearing a uniform shirt will adhere to Departmental policies. Ties will be worn with the long sleeve shirt; however, the tie is not required with a short sleeve shirt. Short sleeve shirts will be worn between May 1 and October 1 exceptions based on weather conditions will be authorized by the Director.

Dark navy side pocket cargo pants will be allowed for regular patrol.

The Class A uniform will also apply to motorcycle patrol and is defined as black shirt, long or short sleeve shirt (specified), black motorcycle cargo pants and duty boots. Authorized outer wear may be worn as weather conditions warrant. Motorcycle uniforms will not be worn for vehicle patrol.

4.1.3 Class B Uniform

The Class B uniform is defined as black BDU pants and gray shirt designed specifically for bike patrol. Bike uniforms will not be worn for vehicle patrol.

4.1.4 Class C Uniform

Special use uniforms or approved attire, dependent upon the temporary need.
4.1.5 Plain Clothes Assignment

When officers are detached from regular uniform duty, while appearing in court on non-duty time, or when they are representing the Department at a specific function, clothing shall be businesslike and in good taste. Plain clothes officers are guided by the following:

A. Conservative dress consisting of sports coat, long or short sleeved business shirt, sports trousers, coats, and sports jackets may be worn for normal investigative duty. Ties are optional unless specified.

B. Shoes or boots of inconspicuous color and design will be worn while in plain clothes.

C. Officers on special detail/assignment may dress as required for the purpose of the assignment with permission from their supervisors.

D. Officers working in plain clothes shall maintain a complete uniform in clean, serviceable condition.

E. Female officer's clothing shall be conservative and in good taste appropriate for business attire.

4.1.6 Court Appearances

Officers and civilians attending court may wear either the duty uniform or plain clothes. Officers attending court in plain clothes shall be business like in nature and professional in appearance. Clothing shall be clean and pressed.

Officers will not wear jeans, shorts, t-shirts, athletic gear or clothing, or tennis shoes to any court appearance.

4.1.7 Student Officers

The same classifications as described for officers apply to student officers, with the exceptions of some head gear and other uniform items and accessories.

4.1.8 Communications Personnel

Communications personnel are issued uniform shirts, slacks, shoes, and a black belt. Uniforms will be worn while working in a Dispatch capacity. Uniforms shall be clean, pressed and the shirts worn with the shirt tail tucked in. Deviation from the uniform must be authorized by a supervisor. Dispatchers shall wear their identification badge while in Communications.
Socks worn with the uniform shall be either black or navy blue in color.

4.1.9  Civilian Attire

Civilian employees shall wear clothing conducive to a business atmosphere. Clothing will be conservative in nature, clean, and in good repair.

Tank tops, shorts, and faded blue jeans (list not inclusive) are not permitted to be worn during working hours.

For the purpose of this section civilian is defined as any full time civilian employee or any student employee.

4.1.10  Uniform Inspection

Uniforms shall be inspected by supervisors when officers report for duty assignments.

No protruding or bulging objects shall be carried in the pockets of the uniform.

4.1.11  Loan of Equipment, Uniform, or Credentials

Members shall not loan any part of their uniform or equipment to a non-Departmental member. Members shall not knowingly permit any person who is not associated with the Department to use Departmental equipment or credentials.

4.1.12  Wearing of Uniform Under Suspension

No member of the Department shall wear the uniform or any part thereof while under suspension. Officers shall immediately surrender their badge, weapons (Departmental issued), ammunition, and/or identification card to their supervisor at the time of notification of suspension.

Student officers shall immediately surrender their badge and identification card to their supervisor at the time of notification of suspension.

4.1.13  Departmental Identification

All employees shall carry their identification card with them at all times.
4.1.14 Replacement

Any damaged or excessive wear of any uniform or equipment item shall be reported immediately so that it may be replaced or repaired.

4.1.15 Authorized Wearing of Uniform

Officers are permitted to wear the uniform while off-duty only when going to and from work and during authorized activities.

A. Uniforms shall be clean and neatly pressed.

B. All leather gear shall be polished and in serviceable condition.

C. Badges and brass uniform items shall be polished and clean.

D. All headgear shall be worn centered and straight with the tip of the visor or brim in line with the eyebrows.

E. Buttons on pockets, sleeves, trousers, and shirt fronts of all approved uniform items shall be buttoned, with the exception of the collar button, depending on uniform class.

F. Articles of the uniform which require repair shall not be worn until repaired.

G. Sunglasses, when worn shall be conservative in style and not mirrored. "Blades" or visor type sunglasses may be worn only while working the bicycle unit assignment.

H. No insignia other than that which is Departmental approved shall be worn on the uniform.

I. Uniforms are provided by the department. Officers that want to provide their own uniforms must purchase the same uniforms as designated by the department. No deviation or variation of department uniforms will be permitted without express approval from the Director.

4.1.16 Cosmetics - In Uniform

Cosmetics may be worn in accordance with standard business practices. Fingernail polish that is clear in color may be worn while in uniform.

4.1.17 Cosmetics - Non-Uniform Assignment

Cosmetics may be worn in accordance with standard business practices.
4.1.18 Hairstyles

Hairstyles may be worn in contemporary styles and in conformity with the proper wearing and fitting of headgear, for uniformed employees, but no lower than the top of the shirt collar at the back of the neck and the middle of the ear at the side, when the officer is standing with head in normal posture. If an “Afro” is worn, it shall be no more than three inches from the side of the head. Hair shall be at all times, clean, neatly combed, and trimmed in order to present a neat appearance.

Mohawks, multicolored dyes applied to the hair, braids, ponytails, or other hairstyles not conducive to uniformity are prohibited for uniformed members. Hair styles for uniformed members shall allow a military appearance when the hat is worn.

Female officers shall wear their hair so that it is off the collar of the shirt, and in conformity with the above requirements. Hair may cover the ears of the female officers but shall be trimmed in such a manner as to present a neat appearance. If long hair is desired, it shall be pinned in a manner to conform to the above regulations, or a wig meeting these requirements may be worn.

4.1.19 Hairstyles - Civilian Personnel

Hair styles may be worn in contemporary fashion. Hair should be in keeping with normal business practices.

4.1.20 Sideburns

Sideburns shall not extend lower than the bottom of the ear. The maximum width at the bottom of the sideburn shall not exceed 1 ¼ inches. Sideburns shall be neatly trimmed and not excessively heavy or bushy.

4.1.21 Moustaches

Moustaches shall be neatly trimmed and shall not extend downward from the corner of the mouth more than ½ inch nor more than ½ inch outward from the corner of the mouth. Hair shall not hang below the upper lip.

4.1.22 Beards

Officers shall be clean shaven while on-duty. Personnel with a medical condition which precludes shaving shall be required to present a written statement, signed by a medical doctor, verifying the condition.
The members shall be released from uniform duty during the medical problem. Officers on special assignment and with the approval of the Director may wear a beard.

4.1.23 Deviation from Policy

Deviations from the above rules shall be permitted only by expressed authorization of the Director.

4.1.24 Hands and Fingernails

Hands and fingernails shall be clean and the nails shall be trimmed short.

4.1.25 Basic Uniform Articles

Authorized uniform items are listed below.

1. **Headgear** - Appropriate headgear shall be worn as directed, at all other times it is optional.

2. **Shirts** - Long sleeved, with military creases and pleated pockets; sleeves will not be rolled up. Shirts shall have the U.S. flag affixed to the right shoulder and Department patch affixed to the left shoulder. Chevrons shall be affixed below the patch as appropriate. Short sleeved, with military creases and pleated pockets. Shirts shall have the U.S. flag affixed to the right shoulder and the Department patch affixed to the left shoulder. Chevrons shall be affixed below the patch as appropriate.

3. **Necktie** - a male clip-on or break free tie or female snap tie furnished by the Department shall be worn centered in front of the collar, completely covering the collar button. The tie shall be worn with the Class A uniform and at other times as directed.

4. **Trousers** - Trousers shall be worn so that they rest on the upper tips of the hip bone. Trousers shall be Departmental issue. As a general rule, the rear of the trouser will measure 1½ inches from the floor at the heel.

5. **Belt** - Trousers shall be belted with a black leather belt.

6. **Footwear** - Departmental specifications will be plain black boot or low quarter shoe with medium-round toe. Shoes or boots shall be able to be polished, unless they are Clorino or permanent high gloss. Exceptions are only by authority of the Director.

7. **Socks** - Plain solid black or navy blue; white bottoms are optional but must not be visible when worn.
8. **Jacket** - Regulation dress jacket, winter jacket, or windbreaker issued by Department. All jackets shall have the appropriate patch affixed to each shoulder of the jacket, along with the appropriate chevrons. The winter jacket and windbreaker shall have the appropriate cloth star sewn over the left breast pocket, where the badge would normally be pinned. Winter jackets shall have a cloth name tag affixed over the right breast pocket.

9. **Gloves** - Black, plain leather or fabric gloves may be worn. White gloves may be worn for special events and traffic control as directed.

10. **Rain Gear** - Rain gear will be prescribed and issued by the Department.

11. **Tie Tack** - As issued by the Department.

12. **Jewelry** -
   
a. The wearing of jewelry by male and female officers, e.g., chains, necklaces, pendants, earrings, bracelets, etc., will be limited to rings and watches while in uniform.

   1. Female officers with pierced ears may wear small post earrings. Civilians may wear jewelry appropriate for the business environment, as authorized by a direct supervisor.

   b. Excessive jewelry or personal ornamentation, other than wedding rings or watches, shall not be visibly worn while in uniform, nor shall they be affixed to any part of the uniform, unless authorized by the direct supervisor. Jewelry, if worn around the neck, shall not be visible above the shirt or undershirt. If clarification is needed, the direct supervisor shall consult with the Public Safety Director for further authorization.

   c. Exception - Religious medals, scapulars, and other bona fide expressions of religion may be worn around the neck, provided the item is concealed by either the uniform shirt or an undershirt.

13. **Tattoos** - While on duty or representing the department in any official capacity, every reasonable effort should be made to conceal tattoos or other body art. All visible tattoos or body art are subject to determination for suitability by the Director. Tattoos determined to be offensive shall be covered at all times while on duty or representing the department in any official capacity.

14. **Body Piercing or Alteration** - Body piercing or alterations to any area of the body visible in any authorized uniform or attire that is a deviation from normal anatomical features and which is not medically required is prohibited except with prior authorization from the Director of Public Safety. Such body alteration includes, but is not limited to:
   · Tongue splitting or piercing.
· The complete or trans-dermal implantation of any material other than hair replacement or other reasonable cosmetic alterations.
· Abnormal shaping of the ears, eyes, nose or teeth.
· Visible branding or scarifying (scratching, etching, or superficially cutting designs, pictures, or words into the skin as a permanent body modification).

If there is any question about a body piercing or alteration being in violation of this policy, the employee may request review by the Director of Public Safety prior to obtaining the procedure.

15. **Badge** - The Department badge shall be worn attached to a badge holder over the left breast pocket of the uniform shirt.

16. **Name Plate** - The name plate shall be worn on the uniform shirt above the right pocket so the bottom edge of the plate is aligned with the top seam of the pocket. Exception will be cloth name tags permanently sewn to the garment.

17. **Shoulder Patches** - The appropriate shoulder patch shall be centered on the sleeves of the shirt and jacket, one inch below the shoulder seam.

18. **Belt** - The belt shall be worn without sagging and exposing the under belt. Keepers may be worn to prevent the belt from sagging.

19. **Holster** - Department issue or as authorized by the Director. The safety strap shall be worn across the back of the weapon and snapped, unless use of the weapon is considered imminent.

20. **Handcuffs and Handcuff Case** - Handcuff cases may be single or double cuff case.

21. **Magazine Case** - Department issue.

22. **Baton/OC Spray** - Department issue. The OC spray may be worn on the belt where comfortable for the officer.

23. **Baton/OC Spray** - Department issue. See above.

24. **Flashlight** - Department issue.

25. **Rank Insignia** - As prescribed and issued by the Department.

**4.1.26 Collar Brass**

Officers with collar brass will wear the respective rank insignia 1½ inches from the point of the uniform shirt collar.
A. Corporals and Sergeants chevrons should be centered to touch the sewn borders of the collar.

B. Lieutenants shall wear the single bar aligned with the outer seam of the collar.

4.1.27 Ribbons

Service ribbons issued by the Department shall be worn centered above the name tag. They shall be worn ¼ inch above the name plate. If multiple ribbons are worn two shall be placed on a ribbon bar. If a third ribbon is worn, it shall be centered ¼ inch above the other two. No more than two rows of two ribbons shall be worn on the uniform except on the command jacket.

Motorcycle and bicycle "wings" may be worn above the name tag or service ribbons.

Canine insignia pins shall be worn centered below the name tag on the shirt pocket.

4.1.28 Academy Pins

Academy pins may be worn centered above the name plate, and ¼ inch above the name plate if no service ribbons are worn. In all other cases, the pin shall be centered above the ribbons, ¼ inch above the top ribbon.

4.1.29 Accreditation Pins

Accreditation pins may be worn centered, above the name plate, ¼ inch. If service ribbons are worn, the pin shall be worn above the service ribbon ¼ inches.

Only one pin, either the academy insignia or the accreditation insignia will be worn on the uniform at one time.

4.1.30 American and Idaho Flag Pins

A metal pin may be worn on the right pocket of the uniform, centered above the pocket button.

4.1.31 Officer - Clothing and Equipment

All officers are issued uniform equipment. A complete list of items is maintained by the Captain and the Property/Evidence Division. There shall be no deviation from the issued equipment except by permission of the Director.
4.1.32 Non-Issued Accessories

A gold or silver colored whistle chain may be worn. The chain shall be worn from the right epaulet, into the right breast pocket.

A "mini" flashlight may be worn on the gun belt. Flashlights shall be held in a plain black leather holder.

Any other non-issued items shall be approved by the Director prior to being worn on the uniform.

The following items are special issue items authorized by the Director on an individual basis:

1 - Rain jacket and pants, navy blue or black in color.
1 - Duffle bag, navy blue in color.

4.1.33 Specialty Uniforms

Specialty uniforms or equipment may be issued to those officers working in a special capacity.

4.1.34 Motorcycle Officers

Motorcycle officer(s) shall be issued special uniforms. A complete listing can be found in Chapter III, Section 2.9 (Motorcycle Patrol).

4.1.35 Canine Officers

Canine officer(s) shall be issued special uniforms. A complete listing is maintained by the Captain and the Property/Evidence Division.

4.1.36 Star Unit Officers

Officers designated as "STAR" officers shall be issued uniforms conducive to the officer's assignment. A complete listing is maintained by the Captain.

4.1.37 Bicycle Officers

Bicycle officers shall be issued special uniforms. A complete listing is maintained by the Captain and the Property/Evidence Division.

No part of the bicycle uniform will be worn with the regular Departmental issued Class A uniform.
4.1.38 Student Officers - Clothing and Equipment

Student officers will be issued uniforms and related equipment. A complete listing is maintained by the Captain and the Property/Evidence Division.

4.1.39 Dispatchers - Clothing and Equipment

Dispatchers are not required to wear a specific uniform. Baseball caps or other non-issued headgear are not permitted to be worn by dispatchers while working inside the Communications Center.

4.1.40 Standard Issued - Uniform Contract

All uniforms issued are standard issued items, and are items described in the current Uniform Service Contract.

Employees assigned to uniform duty such as patrol officers, shall wear the appropriate uniform while on-duty unless otherwise directed by a supervisor.

4.1.41 Firearms

Refer to Chapter III Section 1.2 on Firearms.
Uniform Allowance

4.2.1 Uniforms

The Department issues all officers uniforms, leather, and equipment to perform their respective duties. Employees are responsible for providing personal attire not issued.

4.2.2 Shoes or Boots

The Department will purchase each officer a pair of uniform shoes/boots.

4.2.3 Plain Clothes Officers

In addition to uniform shoes/boots, officers assigned to plain clothes assignments, as designated by the Director, may be provided appropriate clothing.

4.2.4 Bicycle and Public Safety Officers

Bicycle officers will be provided appropriate attire.

4.2.5 Special Clothing Allowance

The Director may authorize certain members of the Department a special clothing allowance.
4.3.1 Purpose

Proper physical fitness reduces injuries, sickness, and improves mental attentiveness. A satisfactory level of physical fitness will be maintained by all employees. All employees are encouraged to engage in some type of physical/recreational training.

Members shall make every effort to maintain good health and a reasonable body weight. If a member’s health deteriorates, or their weight is so reduced or so excessive that such a physical condition limits their ability to perform adequately, safety and efficiently as a member, remedial steps should be taken. Remedial steps may involve amending the member’s physical condition, changing their duty assignments, or, in severe cases, may require termination of employment.

4.3.2 Standards of Physical Fitness

All employees should strive to maintain and exceed the 40th percentile as illustrated below. This 40th percentile scale is a recognized standard to measure physical fitness.

The areas of measurement are:

A. Mile and a half run (or alternate aerobic test).

B. Sit-ups (one minute).

C. Pushups (without stopping).

D. Flexibility (inches).
4.3.3 Standards by Age and Sex (40th Percentile)

Males
Females
20-29  30-39  40-49  50-59  60+
1.5 mile
12:51  13:36  14:29  15:26  16:43
15:26  15:57  16:58  17:54  18:44
Sit-up
38  35  29  24  19
32  25  20  14  5
Pushups
21  17  14  11  11
15  13  11  9  9
Flex
16.5  15.5  14.3  13.3  12.5
19.3  18.3  17.3  16.8  15.5

4.3.4 Physical Examinations

All employees are encouraged to have a complete annual physical examination.

Prior to engaging in a physical training program, on Departmental time, an employee must first receive a letter of authorization, from a licensed medical doctor, stating that the employee is physically able to engage in such activity. This authorization must be on file with the Department prior to the initiation of a physical fitness program. If a physician feels that the employee should be restricted to a certain activity, the physician must include the limitation on the authorization.
4.3.5 Use of Duty Time for Physical Training

Employees will be permitted, with prior supervisory approval, to use a total of two hours per week for physical fitness training. Training conducted on-duty time shall be restricted to the campus. Running and jogging may be conducted through the neighborhoods, but must terminate on campus.

Supervisors have the discretion to cancel a scheduled on-duty physical training activity as a result of scheduling or other assignment constraints.

Employees utilizing physical training at the end of shift shall check in with the on-duty supervisor prior to going out of service.

4.3.6 Light Duty Restrictions

Employees on light duty shall not be permitted to utilize on-duty physical training time, unless in possession of a medical doctor’s letter, stating exactly what type of physical training the employee may engage in during the light-duty restriction.
Career Development

4.4.1 Purpose

The Department will promote a career development program for development and improvement of skills, knowledge, and abilities of all Department personnel by providing equal access to training and enhancement opportunities. The program will be administered in the interest of enhancing the professional growth of all Departmental employees of the University.

The career development program will be administered by interested individual employees. The employee will be responsible for finding, reviewing, and submitting career development opportunities and materials to their immediate supervisor.

The Director will authorize career development per person and equally throughout the Department.

The immediate supervisor will record and report approved career development, per employee, annually to the Director. Annual expenses and equal opportunity will be considered in the review of a career development request. An annual review of the program and revisions as necessary will be based on the current organizational goals and objectives for the Department.

Training and career development are not the same thing. Training is considered necessary to complete the assignments of a job or task. Career development includes obtaining information, understanding, or schooling that is the natural and reasonable "next step" in the individual’s career path as it relates to the Department.

4.4.2 Goals and Objectives

The goal of the program is to provide all employees and officers with the opportunity to become proficient in their duties and enhance the potential for lateral and upward mobility.
The following objectives will be employed to meet the goals of the program:

A. An assessment of skills, knowledge and abilities, and development of an enhancement program for all officers.

B. Career counseling will be provided on an annual basis to all officers by their supervisors during the annual evaluation process. Career counseling may also occur at any time during the year if an officer expresses an interest in any particular component of the Department or other interest.

C. In-service, proficiency, advanced officer and remedial training will be made available to all officers.

D. All officers will receive a minimum of eight hours of training in current and varied topics annually (assigned reading articles), in addition to regularly scheduled training.

The officer/employees may participate in three areas identified to provide career development. These are:

A. Proficiency is designed to provide training and experience to establish proficiency in an officer's current duties.

B. Specialization is designed and directed toward a specific job function within the Department on which the officer wishes to develop expertise.

C. Promotional is for the officer who desires to acquire the skills, knowledge, and abilities required to enhance the opportunities for upward mobility.

4.4.3 Calendar of Training for Officers

The Training Section receives monthly Idaho P.O.S.T. schedules that are forwarded to all officers and schedules mandatory training for the department.

Idaho P.O.S.T. publishes a calendar of proposed training for the year. Officers may review the calendar and submit, through their Captain, a request to attend a particular training seminar. After completing the form the Captain may either approve or deny the training request based on:

A. Personnel constraints.

B. Fiscal constraints.

C. Inappropriate training (not relative to current or future assignments).
D. Disciplinary action.

If the Director approves the request, he/she shall initial the request and forward it to the training officer.

The training officer will arrange for the officer's attendance at the specified training.

In addition to POST sponsored classes, the Federal Bureau of Investigation, Federal Law Enforcement Training Academy and other local law enforcement agencies sponsor training and career development training. The University Human Resources Department also is a valuable resource in providing in-service and career development training.

Requests to attend another agencies or University training seminar will be submitted by memorandum to the Captain and then to the Director, via the chain of command for consideration.

### 4.4.4 Career Development

A. Lieutenants:

Lieutenants will be required to attend Basic Supervision, Situational Leadership, and Management Training, within 18 months of promotion. In addition, Lieutenants will be required to attend an EEO/AA class within one year of promotion.

B. Sergeants:

Officers promoted to Sergeant will be required to attend a Basic Supervision class as soon as practical following promotion. Other POST and University supervisory classes are also recommended.

Sergeants will be required to attend a University policy on EEO/AA class within one year of promotion.

C. Corporals:

Corporals will be required to attend a Basic Supervision class as soon as practical following promotion.

Corporals may submit additional requests to attend classes as they become available.

### 4.4.5 All Departmental Employees

All employees are encouraged to participate in career development (CD) classes that provide enhancement and job satisfaction. Requests for CD will be submitted to the employee’s immediate
supervisor for review. Following the supervisor's approval, the request shall be forwarded to the Captain and then the Director.

### 4.4.6 Higher Education Opportunities

University higher education programs are available to all members of the Department. The Department encourages all members to take advantage of these courses. Shift schedules and leave time may be available when in the best interest of the Department.

### 4.4.7 Law Enforcement Agencies and Criminal Justice Agencies

Law enforcement and criminal justice agencies that provide training to law enforcement personnel are:

A. Pocatello Police Department.

B. Idaho Peace Officers Standards and Training.

C. Bannock County Sheriff's Department.

D. Federal Law Enforcement Training Academy.

E. Idaho Department of Law Enforcement.

### 4.4.8 Supervisor's Responsibilities

Supervisors will make recommendations to employees concerning training deficiencies and work with employees to improve weak areas. Supervisors will work with employees to enhance their personal and career development through available training.

Supervisors will keep themselves updated on University, POST, and local agencies training programs to foster an employee's ability to gain additional skills and knowledge.

### 4.4.9 Maintenance of Records

The employee assigned to training shall be responsible for constantly updating training records of all Department officers. Separate files for firearms and impact weapons training will be maintained by other training officers; however, copies must be made available to the employee charged with training responsibilities.
4.4.10 Temporary Assignments

Employees within the Department may be rotated, for a temporary period of time, to another area within the Department to increase the employee's working knowledge of Departmental operations and to meet the existing needs of the Department.

Temporary assignments may last no longer than 60 days without the permission of the Director. In no case will a temporary assignment last for more than 120 days.

Exception to this policy will be for light duty assignments or extraordinary needs as determined by the Director.
4.5.1 Educational Leave

The Department encourages and supports employees going to school as long as such time does not interfere with regularly scheduled work assignments.

The Department has precluded the typical mandatory overtime assignments for special events which is commonly required in most major universities. This is intended to provide an employee the opportunity for personal planning to attend classes if desired.

The Department's mandatory overtime assignments are infrequent as are any stand-by requirements in order to further his aim.

The Director will not authorize full-time employees to use on-duty time, compensatory time, vacation, or holiday time on a routine basis to attend classes because of a personal choice. Personal class schedules must be planned around existing work assignments.

Training classes approved and authorized by the Department and attended during on-duty time will be considered a part of the employee's regular work day/week.

Reimbursement for training seminars and related costs may be paid by the Department, in conjunction with established University policy.

4.5.2 Educational Leave Without Pay

Educational leave without pay must be authorized by the Director in accordance with the Faculty/Staff Personnel Policy and Procedures.
4.5.3 **Educational Shift Preference**

Patrol and security assignments are on rotating shifts, to permit employees to schedule classes in advance. Established days off have been assigned to assist these employees.

Other assignments within the Department may have adjustable beginning and ending times to accommodate educational enhancement. Adjusted times are subject to change with minimal notice to the employee.

4.5.4 **Educational Incentive**

The University offers a tuition reduction for all eligible University employees and their spouse. The Department encourages all employees to utilize the tuition opportunity to further their education. The Department also encourages employees to further their education through any accredited University or college.
Specialized Assignments

5.1.1 Policy

Periodically specialized assignments are available to qualified members of the Department. A special assignment, anticipated to last more than 90 days will require, at a minimum, a command interview.

5.1.2 Specialized Assignments

The following positions are considered specialized positions:

A. Bicycle officer
B. Instructor
C. Public Information
D. Gang Task Force

5.1.3 Requirements

Any employee selected for a specialized assignment such as bicycles (list not inclusive) accepts the position for a specified period of time with the understanding that they will be utilized for special events or as required, with limited advance notice, to fulfill the mission of the Department.
5.1.4 Posting of Assignments

The Department has a limited number of specialized assignments. These assignments will be either in-house or outside of the Department. Once specialized assignments are identified, the employee charged with personnel responsibilities for the Department will post an announcement within the Department. This announcement will include:

A. Nature of assignment.
B. Minimum qualifications, if any.
C. Closing date.
D. Process involved to be considered for the assignment.

A copy of the announcement shall be posted in the briefing room bulletin board.

5.1.5 Selection

Selection of personnel for specialized assignments will follow all established criteria to include minimum experience requirements as developed by the Department, following University Human Resources guidelines.

Specialized assignments within the Department may consist of one or more of the following:

A. Command interview, if the assignment is not considered a promotion.
B. Written examination.
C. Oral Board.
D. Other, as established by the Director prior to the posting of the announcement.

The selection process will also include a review of the employee's personnel file, performance records, and other criteria related to the position.

5.1.6 Outside Department Assignment

Selection of personnel for specialized assignments outside of the Department will consist of criteria developed by the agency requesting the position. These criteria will augment or complement any existing minimum qualifications required by the University Human Resources Department. Usually this type of selection process consists of one or more of the following:

A. Oral Board.
B. Written examination.
C. Review of the employee's personnel file.
D. Any other information required by the agency or Human Resources to adequately review the employee's qualifications.

Final selection of personnel for specialized assignments shall be made at the discretion of the Director.

5.1.7 Probation

Officers shall not participate in special duty assignments until they have successfully completed the Officer in Training Program.

5.1.8 Disciplinary Probation

Any employee who has been placed on disciplinary probation shall not be qualified to participate in any special duty assignment during the probationary period. Exceptions to the policy are for those cases where the disciplinary probation is as a result of a special assignment.

5.1.9 Promotion/Probation

Employees who have been promoted and are on probation may be eligible for special duty assignments.

5.1.10 Exception to Probation

The Director may assign an officer or civilian to a special duty assignment. The assignment must be designed to accomplish a specific task.

5.1.11 Review of Specialized Assignments

Any specialized assignment lasting more than 90 days shall be reviewed by the Director.

Any specialized assignment lasting more than 90 days, but less than one year, shall be evaluated monthly after the initial 90 day period.

A specialized assignment lasting longer than one year shall be evaluated yearly by the Director, to evaluate the effectiveness of the assignment and benefit to the Department and the University community. The Director shall determine policy regarding the continuation of the assignment.

The Director reserves the right to discontinue any specialized assignment or add or replace personnel at any time.
Extra Duty and Outside Employment

5.2.1  Policy

Full-time employees of the Department are subject to working hours as determined by the Director. The Department is considered an employee's primary employment. Employees may work in outside employment and engage in extra duty assignment provided the following procedure is followed.

5.2.2  Outside Employment

Outside employment is defined as activity performed by an employee, for which compensation is received from an employer other than the University.

Outside employment shall not interfere in any way with a member's job performance with the Department.

Members shall not engage in outside employment while on-duty.

All requests to engage in outside employment shall be approved by the Director through the chain of command.

At the time that the request is submitted to the Director, the employee should also include documentation of the significant aspects of the extra-duty assignment.

5.2.3  Revoking of Outside Employment Authorization

The Director may revoke an employee's outside employment request based upon justified cause.
5.2.4  Prohibitions

No authorization will be granted for outside employment that may be reasonably construed to be in conflict with Departmental duties or detrimental to the Department. Examples of such activities are:

A. Collection of bad debts.
B. Adjusting claims.
C. Recovering chattel covered by a security agreement in default of payment.
D. Working as a "bouncer" or working at a business or location where the primary source of revenue is the sale of alcoholic beverages.
E. Working at the scene of a labor dispute.
F. The preceding examples shall not be construed to be all inclusive.

No member shall enter into an agreement with any individual or concern to furnish any type of security service in exchange for free or reduced rent or commodities.

Members who are on light duty, modified duty status, or sick leave are prohibited from engaging in any outside security related employment.

No employee will be permitted to work more than 16 hours per day between extra duty and regular duty assignments.

Members who are on light duty, modified duty status, or sick leave are prohibited from engaging in any law enforcement related special duty employment.

No employee shall modify an established overtime schedule for the sole purpose of having hours which do not conflict with regular duty assignments. With prior supervisory permission employees may use compensatory, holiday, or vacation time in order to meet established overtime duty hours.

5.2.5  Equipment - Use of

Only Departmental issued equipment specifically authorized by the Director may be used in outside employment.

5.2.6  Call to Duty

All members engaging in outside employment shall immediately respond to a duly authorized call to active duty.
5.2.7 Hour Limitation

No employee shall engage in outside employment more than 25 hours in one week unless on vacation, compensatory, or holiday time for that entire week (40 hours). Members on vacation, compensatory, or holiday time engaging in outside employment shall have a minimum of six hours of continuous rest immediately prior to return to duty.

5.2.8 Voluntary Department Overtime Activity

Limitations

A. No Department employee shall be permitted to work voluntary overtime in excess of 25 hours per week unless on vacation, compensatory, or holiday time for that entire week (40 hours).

B. Members shall have a minimum of six hours continuous rest before reporting for their next regular duty assignment.

5.2.9 Exceptions to Policy

Extra duty events that run longer than their scheduled time such as basketball, baseball, and football will not be considered beyond the 25 hour limitation or the rest factor.

This policy may be temporarily modified for certain events and activities by the Director.

Any official call by the Director or his designee to service supersedes any time limitations set forth in this policy.

5.2.10 Coordination

The Patrol Captain is designated as the coordinator of outside employment activities. While the daily operations may be delegated, the Captain is responsible for overseeing the activities to insure that established Department policies and procedures are being followed.
Compensation

5.3.1 Compensatory Time

Approval for regular duty overtime shall be approved in advance by the employee's immediate supervisor, or in his/her absence, by another supervisor.

5.3.2 Overtime Compensation

Eligible employees will be compensated for overtime work in compensatory time at a rate of 1½ times the number of hours worked in excess of 40 hours in one work week.

5.3.3 Submission of Overtime Cards

All overtime cards and holiday cards shall be submitted to the employee’s immediate supervisor within 72 hours. Cards shall include the reason for the overtime and the supervisor authorizing the overtime.

5.3.4 Maximum Compensatory Accrual

No employee shall exceed 50 hours of accumulated compensatory time. It shall be the responsibility of all supervisors to monitor their employee’s accrued time.

5.3.5 Use of Compensatory Time

Employees may use accumulated time after receiving authorization from their immediate supervisor. Supervisors may order the use of compensatory time for any time beyond 50 hours.
5.3.6 University Policy—Compensatory Time

Refer also to University Faculty/Staff Personnel Procedure.

5.3.7 Supervisory Approval

Supervisors may refuse to grant overtime requests if an employee fails to receive proper authorization to work overtime in advance.

5.3.8 Holiday Time

Employees will receive the equivalent of one work day of holiday time if the employee works on a University authorized holiday.

Employees that are off (on regularly scheduled days off) on an authorized holiday will receive the equivalent of one work day as holiday time.

Employees that call in sick on a scheduled holiday shall use the holiday time for the illness.

5.3.9 Use of Holiday Time

Accrued holiday time shall be used within six months of the holiday. Supervisory authorization must be received in advance to use holiday time.

5.3.10 Paid Overtime

As a result of emergencies and special events, the University may elect, depending on fund availability to compensate eligible employees for overtime work with monetary payment at 1½ times the employee's hourly rate for all hours worked over 40.

5.3.11 Documentation of Time Earned and Used

A. Employees who utilize compensatory time or holiday time (either gain or use) shall submit a time sheet card to their immediate supervisor with the appropriate areas documented.

B. Time sheets should be filled out on a daily basis so that the employee does not have to guess or estimate any compensation time, sick time, or vacation time at the end of the pay period.

C. If the employee comes in late or goes home early, that time is to be taken off as compensation time, vacation time, or sick time if the employee is sick.
D. Compensation time and vacation time must be approved prior to using it. If an employee is forced to stay over on a shift and there is not a supervisor to approve it, a note is to be left for the supervisor indicating the reason for it and the length of time. If the employee does not have prior approval and does not write the note to the supervisor, the compensation time will not be approved.

E. In cases where time is earned, employees shall put the actual number of hours earned, along with a brief description of the activity involved in the overtime, including case number if applicable.

F. The supervisor authorizing the overtime will initial the time sheet card, prior to the employee submitting the completed card to his/her immediate supervisor. The supervisor and the Payroll Clerk shall be responsible for calculating time at the overtime rate.

G. Supervisors will forward time sheet cards for the week, to the Payroll Clerk, on Mondays.

5.3.12 Overtime Policy

A. All overtime must be approved in advance.

B. All overtime must be task-oriented.

C. If an employee feels that overtime is necessary, it must be discussed in advance with a supervisor who will determine if the task is a priority and the amount of time necessary to complete the task.

D. An employee on a specific shift will not be paid overtime for early arrival.
Vacation Leave

5.4.1 Vacation Leave Requests

A. Employees requesting the use of vacation will submit a Vacation Request Form (available to employees) with the requested dates of vacation to their immediate supervisor for consideration.

B. Requests for vacations may be submitted up to three months in advance.

C. If there is a conflict between two employees regarding dates of vacations, rank followed by Departmental seniority, or in cases of the same date of hire, by flip of the coin, will resolve the conflict. This decision will be the responsibility of the supervisor.

Employees are encouraged to work conflicts out between themselves.

5.4.2 Vacation Leave

A. Vacations may be scheduled to last up to 120 hours in length. If there are no other requests for vacations or scheduling conflicts, an employee may extend the vacation for up to two additional weeks with prior supervisory approval.

B. Employees will not be allowed to take vacation during designated times of University registration.

C. Supervisors will not use more than 120 hours of continuous vacation without prior permission of the Director, via the chain of command.
5.4.3  **Time Sheet Cards**

Time sheet cards shall be completed and submitted to the Payroll Clerk prior to an employee going on vacation.

5.4.4  **Mandatory Training During Vacation**

A. Employees shall not be required to attend a mandatory training session scheduled during a previously approved vacation period.

B. Employees shall be responsible for any missed training as a result of vacation.

5.4.5  **Exceptions**

Exceptions to this order may be authorized by the Director on an individual basis.

5.4.6  **Miscellaneous Leaves**

In regard to the following types of leaves, refer to policies in the ISU Policies and Procedures found on the web at [www.isu.edu/policy](http://www.isu.edu/policy): Administrative Leave, Military Leave, Funeral Leave, and Leave for Court, Family Medical Leave, etc.
Notification of Illness/On-Duty Injuries/In-the-Line of Duty Death

Timely notification is essential if an employee is ill and is unable to report for regular duty, or whenever an employee is injured as a result of a job related injury. This order shall establish the policy for proper notification.

The purpose of this policy is to direct the ISU Public Safety Department in providing proper emotional care for a sick, injured or deceased member or member’s family. It should be remembered that the funeral arrangements are to be decided by the family, with their wishes taking precedence over the agencies.

It shall be the responsibility of the ISU Public Safety Department to provide liaison assistance to the immediate survivors of a member who dies in the line-of-duty, whether feloniously, accidentally or serious injury while an active member of the department, to include the clarification and comprehensive study of survivor benefits, and to provide tangible and intangible emotional support during this traumatic period of re-adjustment for the surviving family.

5.5.1 Illness - Regular Duty

A. If an employee is unable to report to work for a regular duty assignment, the employee will notify Communications and a supervisor as soon as it is determined the employee is unable to report for duty. In all cases, Communications and the supervisor notified will notify the Security Supervisor, the Operations Manager, or the Director as soon as possible and prior to the beginning of the shift that the employee has requested leave for.

B. Any employee who fails to notify Communications and the supervisor prior to the beginning of the shift shall be considered absent without permission.

C. An employee who becomes ill or needs to leave as a result of family illness/injury shall inform the on-duty supervisor of the need. No employee shall leave without first securing permission from a supervisor.
D. After three consecutive days, a physician's certificate of disability may be required at the supervisor's discretion. It is also within the supervisor's discretion to request a physician's certificate for any illness or injury.

E. An employee must call each day that he/she is sick. The evening before is acceptable. An employee may not call on one day for a series of days, unless in receipt of a doctor's excuse and the supervisor is aware of the situation.

F. When a supervisor has reason to believe an employee may be malingering, the supervisor may check at the employee's home if it is deemed advisable. It shall be the supervisor's responsibility to check the health and welfare of all those members supervised at times during the tour of duty.

5.5.2 **Industrial Accidents - Workman's Compensation**

A. Any employee who is injured in the line of duty shall immediately inform his/her immediate supervisor, or in the supervisor's absence, any supervisor of the injury.

The supervisor will determine the extent of injuries and circumstances surrounding the incident and shall notify the next immediate supervisor. Supervisors shall be responsible for notification of the Director. Industrial accidents, medical treatments, and reporting procedures of the ISU Policies and Procedures shall be adhered to in all on-duty cases.

B. The supervisor shall be responsible for insuring that the employee completes the Accident Report Form (form provided by state: available to employees) prior to the end of duty. If the employee is unable to complete the form, the employee's supervisor or the supervisor at the time of the incident shall complete the form for the employee.

C. Supervisory personnel shall be responsible for closely monitoring accident time lost by members under their supervision by:

1. Insuring the member has been given a signed disability slip by the attending physician.
2. Periodically checking on the progress of recovery.
3. Insuring that the member returns to work on the date indicated by the physician.

5.5.3 **Medical Treatment**

Any employee who is injured will be treated by paramedics. Following an evaluation by the paramedics, the employee may be required to seek further medical treatment.

For minor injuries, such as sprains or cuts the Student Health Center and Family Medicine Center will provide the medical treatment, during regular working hours. For serious illness/injuries sustained or after hours, the Bannock Regional Medical Center or any emergency room, if necessary may be used.
5.5.4 Return to Work

Prior to being permitted to return to duty, the employee must obtain written permission from the attending physician.

5.5.5 Death and Injury Notification

When an employee is killed or seriously injured on or off-duty, immediate verbal notification shall be made to the Director by the duty supervisor. This shall be followed by a written report no later than the following day. Information shall include the date, location, cause, extent of injuries, and property damage.

Serious injury in this instance means an injury which could result in death or disability.

5.5.6 Assistance to ISU Public Safety Families

In the event of an in-the-line-of-duty death or serious injury, the Director shall immediately be notified of the incident by Communications or the on-duty supervisor. The Director will decide the most appropriate method of notification of the employee's family.

5.5.7 Serious Injury

If the employee is seriously injured, an officer will be immediately dispatched to the employee's residence, or to the employee's registered contact for emergency notification and provide transportation to the appropriate medical facility. Officers are authorized a Code 3 response.

If the relative or emergency contact lives outside of Pocatello, but in Bannock County, the Bannock County Sheriff’s Department will be contacted and requested to respond to the appropriate residence to make notification and provide transportation for family members to the appropriate medical facility.

5.5.8 Death

In the event of an in-the-line-of-duty death, the Director or his designee will make personal notification to the family or registered emergency contact, in cooperation with the investigating law enforcement agency, the coroner and ISU Human Resources. If personal contact is not possible, due to geographical locations, the Director will contact the agency of jurisdiction of the relative/emergency contact and advise them of the details of the incident. The Director will ask that agency to make personal contact.

The purpose of this policy is to direct the ISU Public Safety Department in providing proper emotional care for a sick, injured or deceased member or member’s family. It should be remembered that the
funeral arrangements are to be decided by the family, with their wishes taking precedence over the agencies.

It shall be the responsibility of the ISU Public Safety Department to provide liaison assistance to the immediate survivors of a member who dies in the line-of-duty, whether feloniously, accidentally or serious injury while an active member of the department, to include the clarification and comprehensive study of survivor benefits, and to provide tangible and intangible emotional support during this traumatic period of re-adjustment for the surviving family.

5.5.9 Support

The Director will assign an employee to assist family members with the necessary paperwork and help facilitate any personal needs of the family. Human Resources, as well as other departments within the University community are also available to assist family members as necessary.

5.5.10 Funeral and Burial

Public Safety will assist the family with the planning and coordination of services. Public Safety will coordinate outside law enforcement agency notification and attendance at services. A protocol list is on file with the Director and the Public Information Officer to assist with these arrangements.

5.5.11 Family Medical Leave

Refer to the policy in the ISU Policies and Procedures located on the web at: www.isu.edu/reference/fs.handbook
Internal Affairs

6.1.1 Policy

The Department is charged with maintaining professional integrity within the Department and within the eyes of the community. The Internal Affairs function is necessary to serve as a review of individual employee’s actions, Departmental policy, and University policy as it relates to the Department.

The Department has the right and duty to thoroughly investigate all allegations of criminal activity or misconduct by its employees, protect Departmental members from false allegations, and to provide accused members with due process. All alleged or suspected violations of rules and procedures, and all complaints directed against employees of the Department shall be promptly investigated. Serious violations will be coordinated with University General Counsel and Human Resources.

6.1.2 Receiving Complaints

ISU Public Safety will accept written and/or verbal allegations of employee misconduct, whether from an internal or external source.

6.1.3 External Complaints

External complaints are those allegations made by citizens. Even though the complaints may, at times, appear frivolous, it is advantageous and necessary to document the citizen's concern(s). The purposes for the policy of accepting external complaints are:

A. To allow citizens to seek resolution of their legitimate grievances against an employee when the citizen feels subjected to improper treatment.
B. To provide the Director with the opportunity to monitor employee compliance with Department procedures and rules. When violations are substantiated, appropriate discipline, training, and direction may be applied, as necessary, to correct the problem.

C. To protect the rights and interests of Department employees and private citizens.

Only a supervisor, or in the absence of a supervisor, a corporal may receive a complaint or inquiry against an employee of the Department, or Departmental policy. If no supervisor or corporal is on-duty, a supervisor shall be contacted.

6.1.4 Internal Complaints

Internal complaints are those allegations made by an employee and directed at specific misconduct on the part of another employee.

Any employee of the Department who has knowledge of any act or information of any misconduct on the part of another employee will immediately bring it to the attention of their supervisor.

If the act or violation involves the reporting employee's supervisor, the information will be relayed to the next level in their chain of command.

6.1.5 Procedures for Registering Complaints

Internal complaints will be in writing and on an officer’s report.

The procedure for registering an external complaint will be explained to the citizen by the supervisor, or in their absence, the Corporal. A request will be made of the citizen to complete a Voluntary Statement Form (See Chapter I Section 6.1.6) to ensure accuracy of the complaint.

If the citizen refuses to complete the Voluntary Statement Form, the supervisor will obtain the specific complaint or concern verbally. The supervisor will ask the citizen what type of action they request to have taken.
6.1.6 Voluntary Statement Form

IDAHO STATE UNIVERSITY
DEPARTMENT OF PUBLIC SAFETY

VOLUNTARY STATEMENT

Name: ____________________  SSN: ____________________  DOB: ____________________
(Please Print)

Address:

I knowingly and voluntarily make the following statement to the ISU Department of Public Safety.

I understand that this statement will be used as part of an official university investigation into the matters contained herein, and that my statement must be true and accurate. I have been advised that the making of false statements in this matter may subject me to disciplinary action according to university personnel policy or under the Student Code of Conduct.

This statement concerns activities that occurred on:

date)______ (time) _____ at (location)___________________________________________.

(USE CONTINUATION SHEET IF NECESSARY)

I have read this statement consisting of ____ Page(s), each Page of which bears my signature, and do affirm that all facts and statements contained herein are true and correct. All corrections bear my initials.

__________________________
(Signature of person making voluntary statement)  (Date/Time)

(Witness)
6.1.7 **Complaint Classification**

Complaints will generally be divided into one of the following categories:

A. **Serious misconduct** - those allegations which may constitute a serious violation of the law, usually a felony, conduct involving moral turpitude, or allegations which would involve termination, demotion, or suspension.

B. **Policy infraction** - those allegations which are not of a serious nature, but involve some infraction of Department policy.

C. **Inquiry** - those complaints against Department policy, misunderstanding, or allegations which involve a matter that should be resolved through judicial proceedings or in a court of law.

D. **Administrative investigation** - is initiated only by the Director. Administrative investigations will be conducted by an officer assigned by the Director.

Administrative investigation is the investigation into certain incidents, due to sensitivity, magnitude, or result of an incident, even when there is no citizen's complaint.

Supervisors will attempt to resolve minor incidents or inquiries upon receipt. When complaints of this nature are received by telephone or in person and the explanation or clarification is acceptable with the complainant, the matter may be resolved.

Supervisors who are advised of a complaint or allegation involving either of the following will immediately bring it to the attention of the Director:

A. Any criminal offense, felony, or misdemeanor.

B. Administrative infractions that could result in an employee being dismissed or demoted.

6.1.8 **Jurisdiction of Complaint Investigations**

The investigative responsibilities of misconduct will be assumed by the employee's immediate supervisor, at the direction of the Director. The investigation process will be handled on the basis of determining whether the allegation constitutes misconduct on the part of the employee.

Allegations of serious misconduct will be assigned for investigation by the Director. Allegations of serious misconduct will also be coordinated with ISU’s Department of Human Resources.

Allegations which would constitute a policy infraction may be investigated by the employee's supervisor. At the discretion of the Director, another officer may be assigned to the investigation.

Allegations which would constitute an inquiry may be investigated by the employee's supervisor, or as designated. Administrative investigations will normally be assigned by the Director.
6.1.9 Outside Agency Investigation

The Director reserves the right to request that an outside law enforcement agency conduct any investigation under this section.

6.1.10 Complaint Investigation

When a supervisor is advised of information which constitutes an allegation of misconduct, he/she will attempt all reasonable efforts to contact the complainant for an interview. When conducting an interview concerning misconduct, the supervisor will ascertain the facts of the case through contacts with citizens, officers, and other investigative leads.

All interviews conducted during an investigation will be tape recorded whenever suspension, demotion, or termination is possible. Once the basic facts of the incident have been obtained, the supervisor will attempt to classify the complaint.

The supervisor investigating the complaint will review the complaint with the captain of the employee's division for a determination of whether it should be forwarded to the Director for review.

If the complaint involves serious misconduct, it will be forwarded to the Captain for further assignment. The Captain will take the following actions:

A. Coordinate the investigation with ISU’s Department of Human Resources.
B. Continue the employee on active duty pending the conclusion of the investigation; or
C. Recommend investigative suspension with pay pending the conclusion of the investigation.
D. If the allegation is of such a nature that suspension without pay is warranted, the University Personnel Policy shall be followed.

It may also become necessary for an employee to be removed immediately from duty for emergency reasons. A supervisor may relieve an employee from duty, with pay, when it is in the best interest of the Department, when the safety of the employee is involved, or for the safety of the public. The Captain shall immediately be notified of such action.

The relief from duty will remain in effect until 1200 hours on the next business day, unless otherwise directed by the Director. At that time, the relieved employee and the supervisor affecting the relief will report to the Director. The Captain will return the employee to duty or continue with the administrative leave.

If the investigation is to be conducted by the employee’s supervisor, the supervisor will contact the complainant and advise them of the investigative process, including the expected duration of the investigation.
A. If the complaint was made in person and it did not constitute a serious misconduct, the complainant may be advised of the process at that time.

B. If the complainant cannot be contacted by telephone or in person after several reasonable attempts, the investigation supervisor will send a letter to the address of the complainant advising of the process.

C. Anonymous complaints will not require any re-contact.

6.1.11 Conduct of the Investigation - Serious Misconduct

If the allegation involves serious misconduct, the employee under investigation will be provided with a written statement informing him/her of the allegations, as well as the employee's rights and responsibilities in conjunction to the investigation. Notice of the investigation will be made within three working days of receipt of the complaint, and shall include investigative policies of:

A. Employee rights.

B. Polygraph examination.

C. Medical examinations.

D. Laboratory examinations.

E. Photographs.

F. Line ups.

G. Financial disclosure statement.

6.1.12 Interviews

Interviews of any Department employee shall be conducted at a reasonable hour, unless the urgency of the investigation dictates otherwise.

The interview shall take place at a location designated by the investigating officer.

When an employee is required to give a statement, the employee must be informed of the identity of the officers involved in the investigation.

Interviews of employees shall be directed at the subject matter relevant to the investigation. During this interview, if information pertaining to other matters that would concern the Department are revealed, this does not prevent the investigator's ability to pursue the issue.

At no time shall the employee be subjected to abusive language or threatened.
6.1.13 Investigative Procedures

The investigating supervisor will be required to conduct a complete and thorough investigation of the allegation(s).
The investigation shall be completed within ten working days, unless extended by the Director.

If the investigation will not be completed within a 30 day time frame, the supervisor conducting the investigation must notify the complainant of the delay.

Confidentiality of the investigation will be maintained at all times.

A. All employees contacted will be given a direct order not to discuss the incident until the investigation is completed.

B. Non-Department personnel will be asked not to discuss the investigation.

6.1.14 Conclusion of Investigation

At the conclusion of the investigation, the investigating officer shall submit a report, including the following to the Director:

A. The alleged violations.

B. The listed sanctions.

C. A recommendation.

The original Citizen Complaint Form will act as the cover sheet.

At the conclusion of the investigation, the complainant will be contacted by the Director, either in writing or in person, and advised of the disposition of the complaint. Information regarding any disciplinary action shall not be released.

6.1.15 Recording of Complaints

The Captain will be responsible for the storage of all Internal Affairs files. He will be responsible for maintaining a complaint log file and an Internal Affairs control number.

6.1.16 Non-Serious Misconduct Complaint Investigation

Upon receipt of an allegation the employee shall be advised whether the complaint is criminal or administrative in nature. Employees shall be thoroughly briefed on the content of the investigation; if reduced to writing, the employee will be afforded an opportunity to read the allegation.
Employees will be contacted within six working days of the allegation and the investigative policies.

6.1.17 Employee Responsibilities

Employees have the right to a counsel of their choice only during interviews involving criminal allegations.

Employees shall truthfully answer all questions concerning the investigation. When the employee refuses to answer questions, he/she will be informed that refusal to answer may result in disciplinary action.

In non-criminal matters under investigation, the employee can be ordered to submit to a polygraph examination. Failure to comply with the order may be cause for disciplinary action. The employee will be informed that the results of the polygraph examination or any other information derived from the examination may be used by the Department in administrative investigations and hearings.

When it becomes apparent that an employee may be involved in criminal conduct, he/she shall be advised of his/her Constitutional rights under Miranda before further questioning. From that point on the case will be investigated as a criminal investigation. The results of the criminal investigation may be used in any subsequent administrative proceedings.

A. If the employee elects to waive his/her Constitutional rights, he/she shall be informed that the results of the interview can be used by the Department in both criminal and administrative proceedings.

B. If the employee elects to submit to a polygraph examination, he/she shall be informed that the results can be used by the Department in criminal proceedings with the stipulation of both parties. Failure to submit to a polygraph examination may be cause for disciplinary action. Prior to the examination, the employee may be asked to sign any necessary forms in conjunction with the examination.

C. If a decision is made not to proceed with the investigation criminally, the employee shall be informed that the investigation is classified administrative and that he/she will be required to answer truthfully to all questions, and that he/she may be required to take a polygraph examination.

6.1.18 Polygraph Examinations

Employees may be required to submit to polygraph examination under the following conditions:

A. Upon written order by the Director with University President and counsel approval, an employee is required to submit to a polygraph examination when involved in a sensitive or serious investigation.
B. The examination shall be limited to the specific issue(s) under investigation and employees shall be informed of the pertinent questions prior to the administration of the examination.

C. The examination shall be administered only by a licensed operator designated by the Director. Questions may be used to validate an examination in accordance with proper polygraph procedures. The right to counsel does not apply in a non-criminal investigation.

Questions will be formulated by the polygraph examiner based on the facts of the investigation provided by the investigator.

Employees shall tell the truth at all times and will answer all questions. Employees shall not give false or misleading information answers before, during, or following a polygraph examination.

Employees shall cooperate with supervisors and investigators when involved in any incident requiring the use of a polygraph.

The Department recognizes that, for the purposes of criminal prosecution, employees do not automatically waive any Constitutional privileges concerning questioning pursuant to this policy.

When serious allegations are made against an employee, he/she may request a polygraph examination. Such request shall be documented in the case report.

6.1.19 Refusal to Take a Polygraph Examination

An employee, who refuses to submit to a polygraph, when so ordered by the Director, is subject to disciplinary action, including termination of employment.

Prior to being ordered to take a polygraph examination, the employee will be advised that:

A. There is no federal or state constitutional right to refuse to take a polygraph.

B. There is no federal or state constitutional right to the assistance of counsel in non-criminal matters.

C. The questions will relate specifically to the subject of the investigation.

D. Answers cannot be used against the employee in any subsequent criminal prosecution without stipulation of both parties.
6.1.20 Medical or Laboratory Examinations

At the direction of the Director, a laboratory or medical examination may be conducted for administrative purposes only. The scope of the examination will be confined to the relevant facts pertaining to the investigation.

6.1.21 Breathalyzer or Other Diagnostic Test

At the direction of the Director or the investigating supervisor, the employee may be required to submit to a Breathalyzer or other diagnostic test. The scope of the test must be relevant to the investigation.

6.1.22 Line Ups

At the direction of the Director, the employee may be required to participate in a line up. The use of this line up must be relevant to the investigation.

6.1.23 Photographing of Employee

At the direction of the Director, the employee may be photographed. The photographs must be reasonable (not degrading or compromising) and its use relevant to the investigation.

6.1.24 Financial Disclosure Statements

At the direction of the Director, the employee may be required to submit financial disclosure statements. The request for and the use of the statements must be directly related to the investigation.

6.1.25 Investigative Reports

Reports completed in conjunction with an allegation of employee misconduct shall be completed in a timely manner.

A. Investigations of serious misconduct allegations will be completed within 30 days.
B. All other investigations will be completed within ten working days.

Reports will contain a detailed, thorough, factual report of the investigation and will include:

A. A list of witnesses.
B. A summary of the investigation.
C. The details of the investigation.
D. The specific orders or policies that were violated.
The investigator will include the disposition of the allegations. The Director shall then receive the completed report for review.

The Director will be responsible for notification of the complainant to advise of the disposition. The complainant will only be notified of the disposition, not of any administrative disciplinary action.

### 6.1.26 Distributions

After the investigation and administrative review have taken place and disciplinary action has been taken, the information will be distributed as follows:

A. Original documents to be maintained in a secure area by the Director.

B. A notation of the disciplinary action taken will be placed in the employee's folder and a copy forwarded to the Human Resources Director, if applicable, and in accordance with University Personnel Policy.

### 6.1.27 Dispositions

At the conclusion of the allegation investigation, the investigating officer shall categorize the complaint into one of the following:

A. Unfounded - the allegation(s) is/are false.

B. Exonerated - the incident occurred but was lawful and proper.

C. Not Sustained - there is insufficient evidence to either prove or disprove the allegation.

D. Sustained - the allegation is supported by sufficient evidence to justify a reasonable conclusion of guilt.

E. Policy Failure - if the investigation concludes that the allegation is true, but the employee's actions were consistent with Department policy, the complaint will be categorized as "Exonerated-Policy Failure."

The inappropriate or misleading policy shall be reviewed and modified as necessary.

### 6.1.28 Prosecuting Attorney Liaison

The Director will be the liaison with the appropriate prosecutor's office during an investigation of serious misconduct which might constitute a criminal offense.
6.1.29 **Annual Audit of Internal Affairs**

The Director will be responsible for an audit of all Internal Affairs cases investigated by the Department for the preceding calendar year. The audit should include:

A. The number of Internal Affairs investigated.
B. Number of sustained complaints.
C. Number of unfounded complaints.
D. Number of exonerated complaints.
E. Number of policy failure complaints.

These statistics may be included in the Annual Report.
6.2.1 Types of Inspections

Periodic line inspections will be conducted by supervisors, within an employee's chain of command, to ensure compliance with established policy of the Department.

Staff inspections will be conducted by personnel who do not have control of the persons, facilities, or procedures being inspected. Results of staff inspections are reported to the Director.

6.2.2 Line Inspections

Line inspections will be ongoing to ensure that employees are operating within Departmental requirements. Inspections shall cover areas of:

A. Personal appearance.

B. Equipment.

C. Adherence to rules and regulations.

6.2.3 Authority to Inspect

Line inspections of Departmental members will be conducted by the supervisor prior to going into service. Any member of the employee's chain of command may conduct a line inspection. Any supervisor, with cause, may conduct a line inspection, if necessary to assure compliance with established policy.
6.2.4 Areas of Inspection - Line Inspections

A. Vehicles:

Each officer is responsible for the pre and post inspection of assigned vehicles and equipment associated with the vehicle as outlined in the Vehicle Policy.

Supervisors will conduct at least one vehicle inspection of all patrol and Public Safety vehicles, on all shifts, weekly. Inspections may be announced or unannounced.

Officers are responsible for vehicles assigned to them during a particular shift.

B. Personal Appearance:

Each supervisor is responsible for the appearance of each officer while on-duty. Supervisors will make daily visual inspections of officers to ensure compliance with established policy for uniforms and personal appearance.

C. Issued Equipment:

Inspection and accountability of issued equipment to Departmental personnel may be conducted by the squad supervisor. An annual inspection shall be conducted of all issued equipment, to ensure that personnel equipment file cards reflect accurate information. Annual inspections will be announced in advance.

6.2.5 Deficiencies Found During Inspections

Any supervisor conducting any type of line inspection who finds deficiencies shall notify the affected employee of the deficiency and how it is to be corrected. Deficiencies concerning members of the Department may be documented in the employee's PPR file.

The supervisor may order immediate correction of the deficiency. Failure to comply with the order may result in disciplinary action.

A follow-up inspection will be conducted within one week. Repeated violations may result in disciplinary action.

6.2.6 Deficiencies Found During Vehicle Inspections

Any deficiencies discovered during vehicle inspections will be corrected as required. Documentation of deficiencies will be in the manner described in the Vehicle Policy (See Section I 7.1). Follow-up inspections will be conducted within two days of the original report.
6.2.7 Abuse or Loss of Equipment

A written report shall be made during those inspections where abuse or loss of equipment is discovered. If abuse of or loss of equipment or non-compliance can be attributed to an individual employee(s), disciplinary action may be taken against the individual(s).

A minimum written report will be an officer’s report reflecting abuse or loss.

An official police report shall be filed with the agency of jurisdiction for any criminal action resulting in loss or abuse. All motor vehicle accidents shall be immediately reported to the on-duty supervisor.

An officer’s report may be required to supplement any official report.

6.2.8 Inspection of Divisions

Annually the Captain will conduct or delegate the responsibility for a divisional inspection.

6.2.9 Annual Inspection of Departmental Property - Capital Items

The Financial Services Division shall be responsible for the annual inventory of all Departmental capital items. A printout of the items will be provided by the Office of Property Management. Financial Services shall be responsible for accounting of all items listed on the printout.

6.2.10 Staff Inspections

Staff inspections are those inspections that provide a detailed observation and analysis of Department elements, procedures, and practices. Staff inspection is a process outside the normal line of authority and responsibility. A staff inspection requires that a written report is submitted to the Director.

6.2.11 Staff Inspection - Responsibilities

The Director will designate specific individuals to perform staff inspections of the Department. Staff inspections shall be conducted by persons outside of the chain of command of the area being inspected.

Staff inspections are intended to verify compliance with established policies and procedures of the Department.

A staff inspection of each organizational component of the Department shall be conducted at least every three years.
6.2.12 **Staff Inspections - Reporting**

Persons conducting staff inspections of sections within the Department shall submit a written report of their findings to the Director. Upon receipt of their findings, the Director will notify the supervisor in charge of the inspected area of the findings. The supervisor shall insure that appropriate corrective measures are taken and shall provide a written report to the Director within 30 days stating what corrective measures have been taken in response to the inspection findings. Documentation of staff inspections shall be maintained by the Director.

In situations where corrective action cannot be taken within 30 days, a plan will be developed by the supervisor and submitted to the Director, which will insure regular follow-ups are conducted until the corrective measures have been accomplished.

6.2.13 **Policy or Procedure Failure**

When it is determined that a policy or procedure is the cause of a problem which may require corrective action, the following steps shall be taken:

A. The person conducting the inspection shall forward a written report of the findings to the Director, including an explanation of the problem found and the specific Department policy or procedure involved.

B. The Director will review the current policy or procedure to determine whether changes are needed and will then make the appropriate revisions as necessary.

C. If revisions are made to policy or procedures, the Director will insure all affected personnel are advised of the change(s), and will insure that a follow-up inspection is conducted.

6.2.14 **Definitions**

A. **Line Inspection:** Inspection conducted by personnel in control of the facilities, procedures, or other elements being inspected. Line inspections may be carried out by any supervisor within the chain of command and is often conducted by supervisory personnel who may also be responsible for insuring that any substandard conditions revealed in the inspection are corrected.

B. **Staff Inspection:** Inspection conducted by personnel who do not have control of the persons, facilities, or procedures being inspected. The results of staff inspections are reported to the Director.
Vehicle Policy

7.1.1 Statement of Policy

The Department maintains a fleet of vehicles, which include marked cars, used for routine patrol purposes, unmarked vehicles used for investigations and administration, specialty vehicles, and vehicles used for security operations. This policy shall set forth the use of these vehicles.

7.1.2 Department Vehicles

All employees responsible for driving a Departmental vehicle shall possess a valid, current Idaho driver’s license. The license shall be in the possession of the employee at all times while operating a Departmental vehicle.

7.1.3 Use of Vehicles

Members of the Department shall not use Departmental vehicles without permission of a supervisor. Vehicles are for official use only. Whenever any off-duty employee utilizes a Department vehicle to conduct official business, all policies and procedures apply.

7.1.4 Training

All officers will receive Patrol Procedures either through FTO training or at the Law Enforcement Academy. Officers will also receive Defensive Driving through the Law Enforcement Academy or the Safety Director in Facilities Services.

7.1.5 Driver Responsibility

The driver of the vehicle is responsible for the actions of other passengers within the vehicle.

The driver shall be responsible for obeying the transportation laws of the state, or any jurisdiction where a Department or state vehicle is operated.
7.1.6 Use of Seat Belts

Whenever an employee is driving a Departmental vehicle or another State vehicle, or any vehicle in connection with employment, the vehicle's safety retraining devices (seat belts) shall be worn.

All occupants of the vehicle will be required to wear their respective seat belts, unless seat belts do not exist.

Exceptions to this policy may be granted by a supervisor to facilitate efficiency or safety in an official function.

7.1.7 Prohibitions

Members will not drive vehicles into arroyos or washes, or into any other mountainous or desert area, off-road, except when absolutely necessary. Members observing matters requiring attention in these areas will proceed on foot whenever practical.

Specialty vehicles, such as four-wheel drive, bicycles, and motorcycles, may proceed off the roadway as appropriate. Four-wheel drive vehicles shall be driven in a safe manner, and may proceed through washes and arroyos, desert and mountainous area, with extreme caution.

Only officers will drive a marked unit. Exceptions to this shall be when the vehicle is being serviced, or at the direction of an officer acting in his/her official capacity.

7.1.8 Required Obedience to Traffic Laws

Traffic laws apply to the driver of any vehicle operated under the employee's official color of authority.

7.1.9 Alcohol or Spirituous Liquor

No employee will operate an official vehicle under the influence of any alcoholic beverage, narcotic, or dangerous drug.

If an employee is taking medication, he/she shall inform his/her immediate supervisor and a determination shall be made whether or not the employee can safely operate a vehicle.

Alcoholic beverages will not be transported in vehicles unless in performance of a law enforcement function.
7.1.10 Smoking or Tobacco

Current University regulations applicable to smoking are endorsed and supported by the Department. The chewing of tobacco is not included in this regulation.

Employees that smoke in Departmental vehicles shall do so in a manner that prevents damage to or unnecessary litter in or on the vehicle and in only those vehicles designated for smoking.

When in uniform, a member may not use tobacco while: a) directly in a formation; b) on assignment or post in contact with the public; c) engaged in traffic direction or control; d) while guarding a detainee or arrestee, and e) as directed by state law or executive order. Officers are not to smoke while providing a public escort, taking a report, investigating a scene, or handling a public contact.

7.1.11 Accidents

Employees are required to immediately stop and render aid when involved in an accident. It shall be the driver's responsibility to ensure that the proper law enforcement jurisdiction is notified and that the information such as driver, vehicle, and insurance information is exchanged with others involved in the accident.

Communications and the on-duty supervisor shall be immediately notified of any accident involving a Public Safety vehicle, or any other vehicle operated under the employee's color of office.

7.1.12 Responsibility - Maintenance

Employees are responsible for determining when a vehicle is safe to operate. Any reason that will compromise the safe operation of the vehicle will be reported immediately to the on-duty supervisor. The employee will be responsible for writing a repair request noting the specific problem(s) and placing that notice on the vehicle hook in the key box.

The driver is responsible for the care, cleaning, and upkeep of the vehicle.

7.1.13 Keys - Locking of Vehicle

Keys shall be removed from the vehicle whenever the vehicle is left unattended. Windows may be left slightly opened to maintain ventilation when the car is not in use. The windows should not be left open wide enough to permit easy access into the vehicle. Employees shall return the vehicle keys to the key box at the end of each tour of duty.
Escorts/Transportation of Citizens

7.2.1 Policy

The Department is committed to the safety and security of all members of the community. To facilitate this commitment, ISU Public Safety may provide escorts to faculty, staff, students, and visitors.

Escorts should be provided only in cases where an individual is uncomfortable about traveling alone, usually during the night time hours, or as a result of a motorist assist.

The Department will not be used as a taxi cab service for those who do not feel like walking, from bars, or in place of an ambulance.

Citizens will be transported in Departmental vehicles only when necessary to accomplish an official purpose. Such transportation shall be done only after approval of a supervisor.

A starting and ending mileage will be given for all transports.

7.2.2 Injured or Ill Persons

Vehicles will not be used to transport seriously ill or injured persons. An ambulance will be called.

Members may transport persons to the Student Health Center or to the Bannock Regional Medical Center if there is no other means of transportation available for the injured or ill person and there are no suspected broken bones, and then only after being cleared for transportation.

No personnel will transport an individual who is unconscious, injured in such a manner that mobility is limited, or has bleeding that cannot be controlled.

If a person is injured and requests a transport, paramedics must first respond to examine the injured person. If in the opinion of the paramedic the transport can be done by private vehicle, the officer should make an attempt to contact a friend or relative.
If no one can be located, the officer, after obtaining supervisory (if available) approval, may transport the subject a reasonable distance.

Personal Injury (Accident) Investigation:

A. All personal injury accidents occurring on campus property will be investigated by Public Safety.

B. A report of a serious accident resulting in loss of sight, hearing, limb, or life will be immediately reported to the Director of Public Safety who will supervise the investigation.

C. The first concern of the responding officer to a personal injury accident is to ascertain what medical treatment may be needed.

D. In the event that treatment is needed it shall be obtained at the earliest opportunity from the most appropriate medical facility.

E. When appropriate medical treatment has been rendered the officer will obtain the following:

1. The status of the injured person, i.e., student, employee, guest of campus.

2. Personal information of the injured, i.e., name, address, phone number, social security number, date of birth.

3. The location where the person was injured.

4. What the person was doing when they were injured.

5. A list of all injuries sustained and how each occurred.

6. Information on and statements from person(s) witnessing the incident.

7. If the injury was work related:

   a. Was a supervisor present?

   b. Was safety equipment required?

   c. Was safety equipment provided?

   d. Was safety equipment being used?

   e. Had the injured party been trained in the job that was being performed and/or to use the equipment being used?
F. The officer will check the area where the injury took place to make sure there are no immediate hazards that need to be taken care of to prevent further injuries. Example: The injury was caused from tripping over a broken curb or sidewalk. Does a barricade need to be placed over the broken area until it can be repaired? Can the hazard be removed?

G. The officer will conduct a safety survey of the area or a job task analysis, and include in his report what safety precautions may be taken to prevent this accident from reoccurring.

H. All personal injury investigations and reports shall be completed by the officer before completing the watch or tour of duty during which the injury was reported. All follow-up shall be performed and reported on adequate forms as a supplement to the initial report.

7.2.3 Unauthorized Transportation

Department vehicles shall not be used to transport unauthorized personnel.

7.2.4 Escort Services

In keeping with the Department’s goal of providing professional services to the University community, the Department may provide security escorts, as necessary, conditions permitting, especially in the late night and early morning hours. This service stresses the need for providing for the safety, welfare, and security of the University community.

7.2.5 Safety Escorts

The safety escort service is to be well publicized through the news media, workshops, brochures, and orientations.

These calls for service will take precedence over routine assignments and should be considered an important part of the patrol function.

A crime in progress or other emergencies will take precedence over the escort call.

Officers taking an escort call may escort off campus within a reasonable distance. Good judgment should be used in leaving campus for any length of time when only one officer is on duty. A supervisor must approve escorts across town.

Officers will not leave a female stranded without assisting her in finding a safe way to get to her destination.

No officers shall smoke or chew tobacco while providing a public escort.

The officer dispatched to the escort call will complete an MSR/Request For Assistance Form (See Chapter I Section 7.2.6).
## Minor Service Report Form (MSR)

**ISU PUBLIC SAFETY**

Minor Service Report/Request for Assistance

<table>
<thead>
<tr>
<th>Date/Time of Incident</th>
<th>Location</th>
<th>Officer</th>
<th>Law Incident #</th>
</tr>
</thead>
</table>

- (___) Safety Escort
  - From __________ to ____________

- (___) Vehicle Jump Start
  - Vehicle ID
    - Make
    - Model
    - Color
    - State
    - Plate #

- (___) Apartment/Room Unlock

- (___) Maintenance Request

- (___) Bank Escort

- (___) Welfare Check

- (___) Emergency Message

- (___) Attempt to Locate

- (___) After Hours Access

- (___) Access Reader / Lock Problem

- (___) 911 Verify

- (___) Vehicle Unlock
  - Vehicle ID
    - Make
    - Model
    - Color
    - State
    - Plate #

- (___) Assist Campus Departments

- (___) Building Unsecured

- (___) Vehicle Unsecured

- (___) Bicycle Unsecured

- (___) __ Other Assist  Explain:

**Complainant:**

Name: ________________________________  Student #

Address __________________________________________________________________________________

City/State/Zip _____________________________________________________________________________

Sex:  M  F  Race______  DOB: _______________  Phone #__________________________ ISU Department

Occupation ________________  Work Phone

**In vehicle assists, I understand that because of methods used, there exists a possibility that damages to my vehicle may result. I further understand and agree that I will not hold the assisting officer or Idaho State University responsible for any damages to my vehicle or any of its parts as a result of such assistance.**

Signature _____________________________  Date

**Officer Comments:**
7.2.7 Bank Escorts

Officers may be utilized to perform escort services, depending on operational activity and supervisory discretion.

A. The bank runs include daily deposits and meter money deposits, from the Public Safety Office to the Administration Cashier’s Office, or requests from other campus departments to escort large sums of money.

B. All transportation of college funds shall be made as discretely and quietly as possible. Every effort should be made to keep the operation as low key as possible.

C. Since Public Safety officers are not armed, they will not attempt to resist robbery attempts.

D. In the event of a robbery attempt the officer will:

   1. Comply with the request of the robber (tell the robber in a calm voice that you intend to comply).

   2. Not make any quick moves (any quick moves are more likely to frighten the robber into injuring you).

   3. Make a mental physical description of the robber (write it down as soon as the robber leaves the area).

   4. Note pertinent facts to give the police.

E. One or two officers shall be assigned to accompany all funds. Officers shall be very businesslike during the transaction.

F. An officer in the process of transferring funds should not be given another assignment until the funds have been successfully delivered to the destination of the transport.

G. An officer will not become sidetracked and drive around with funds in the vehicle or leave funds in the vehicle while out on another call.

H. Officers will stay in radio contact with the dispatcher at all times during a bank run. Codes 10-23 and 10-24 will be used to keep the dispatcher informed.

7.2.8 Notification of Communications

A. Whenever an employee begins an escort, Communications shall be informed. If the escort is on foot a starting point and final destination shall be called into Communications. The employee shall advise Communications when they reach the final destination.
B. Whenever an employee gives an escort, Communications shall be informed of the starting mileage and the location of the final destination. Upon arrival at the destination the ending mileage shall be given to Communications.

C. Whenever a walking escort is provided, officers will be dispatched to provide the service. Prior to initiating the escort, the officer shall advise Communications of the location of the final destination and the time the escort begins. Upon arrival at the final destination Communications shall be notified.

7.2.9 Documentation

Whenever an escort service is performed, a call number shall be assigned and a Miscellaneous Incident card shall be completed.
Missing Persons

7.3.1 Purpose

This policy is established to ensure the timely documentation, investigation and notification of law enforcement and University officials for all reports of missing persons.

7.3.2 Initial Response

The purpose of the initial response is to gather enough information to determine what has occurred. If critical details are overlooked or dismissed as unimportant, or if unsupported assumptions are made, the investigation can be irreversibly harmed.

The responding officer must determine what probably occurred based on his/her initial observations and findings. Whether correct or incorrect, this determination will dictate what investigative steps will follow. A thorough and aggressive investigation must commence immediately.

The initial assessment of a missing person’s case (regardless of age) should include the following considerations:

- Has the Public Safety Director been notified?
- Have other University officials been notified (i.e., Dean of Students, President, Provost).
- Have local police been contacted?
- If missing from a University housing unit has Housing been contacted?
- Is the student/person missing from the campus, his/her family residence or another location? (It is extremely important to make this determination as soon as possible.)
- Is there a witness to or physical evidence of abduction or other foul play?
· Is the student/person despondent? Is the student/person mentally or physically disabled?
· Is the student/person experiencing academic, personal or financial problems?
· Has the student/person disappeared before?
· Does the student/person have a known drug and/or alcohol problem?
· Has the student/person received any threats or warnings?
· What is the student’s/person’s lifestyle? Does the student/person have a criminal record?
· Did the student/person or perpetrator leave a note?
· Have any similar incidents been reported within the area (e.g., attempted abductions, prowlers, suspicious persons?

The following sections outline specific guidelines to be used to assist in the initial response, assessment and follow-up activity.

COMMUNICATIONS

A. Obtain as many details from complainant as possible, including:

1. Complainant name, contact information and relationship to missing student.
2. Missing student name and description.
3. Circumstances surrounding the disappearance (e.g., type, location, time elapsed).
4. Name and/or description of the abductor, if applicable.
5. Description of vehicles involved.

B. Promptly dispatch officer(s) to conduct a preliminary investigation.

1. Inform responding officer(s) of all pertinent information.

C. If warranted by case specifics, the on-duty supervisor shall be immediately notified and asked to respond to the officer’s location for coordination of the investigation.

D. The supervisor is responsible for making the appropriate notifications to superiors and the local law enforcement agencies as appropriate.

E. Maintain all notes, records and recordings of telephone and radio communications/messages.
F. Search agency records (i.e., student information, Spillman, etc.) and advise investigating officers and/or supervisors of any pertinent information regarding:

1. Previous contact with the complainant and/or victim.
2. Similar complaints.
3. Any calls for service at or near the area of disappearance or at the victim’s address.

G. As the investigation progresses, with supervisor approval, ensure that pertinent details are continually relayed to Public Safety officers, as well as other area agencies. Utilize:

1. Agency radios and data terminals for internal distribution of information.
2. Multi-agency (MRD) frequencies for broadcast of information to other area agencies.

H. Make notifications to college/university administration in accordance with established policies and procedures.

FIRST RESPONDER - INITIAL RESPONSE

The initial responding officer shall promptly, yet cautiously, approach and enter crime scenes, remaining observant of any persons, vehicles, events, potential evidence, and environmental concerns.

The initial responding officer should:

A. Note or log dispatch information (e.g., address/location, time, date, type of call, parties involved).

B. Be aware of any persons or vehicles leaving the crime scene.

C. Approach the scene cautiously, scan the entire area to thoroughly assess the scene, and note any possible secondary crime scenes. Be aware of any persons and vehicles in the vicinity that may be related to the crime.

D. Make initial observations (look, listen, smell) to assess the scene and ensure officer safety before proceeding. Remain alert and attentive. Assume the crime is ongoing until determined to be otherwise.

E. Treat the location as a crime scene until assessed and determined to be otherwise.

F. Identify and control any dangerous situations or persons. Approach the scene in a manner designed to reduce risk of harm to officer(s) while maximizing the safety of victims, witnesses, and others in the area.

G. Notify supervisory personnel and call for assistance/backup.
H. Assess any victims/witnesses for medical attention and call for medical personnel, if applicable.

I. Control and identify persons at the crime scene:
   Suspects: Secure and separate.
   Witnesses: Secure and separate.
   Bystanders: Determine whether they are a potential witness, if so treat as above, if not, remove from the scene.
   Victims/family/friends: Control while showing compassion.

J. Brief investigators taking charge of the scene. Turn over responsibility for documentation of entry/exit.

K. Assist in controlling the scene.

L. Remain at the scene until relieved of duty.

M. All activities conducted and observation made at the crime scene must be documented as soon as possible after the event to preserve information. Document observations at the crime scene, including the location of persons and items within the crime scene and the appearance and condition of the scene upon arrival.

N. Document personal information from witnesses, victims (if applicable), suspects (if applicable), and any statements or comments made.

O. Document own actions and actions of others.

**FIRST RESPONDER - INITIAL INVESTIGATION**

Interview the person(s) who reported the disappearance.

A. Verify the accuracy of complaint information already provided to communications staff, if applicable.

B. Obtain and document all available details regarding circumstances associated with the disappearance.

C. Even seemingly unimportant details or statements can become extremely important and must be documented.

Determine the circumstances associated with the disappearance.

A. Utilize Initial Assessment Questions.

B. If it’s a witnessed abduction:
   - Get all details pertaining to the victim, perpetrator event.
C. If the cause of the disappearance is uncertain:

Get date, time and location when the student was last seen.
The student’s mental and physical description (e.g., normal, depressed, suicidal).
Other case specific details (including the names of possible companions).

D. The officer should contact Communications as soon as possible following the contact
with the complainant, and request that the local law enforcement be notified. The on-
duty supervisor should also be made aware of the report.

E. If foul play is suspected, the on-duty supervisor shall be immediately notified and
respond to the officer's location for coordination of the investigation.

F. If no foul play is suspected and no immediate action is required, the officer should
indicate on the report that the case is open, pending further investigation. All witnesses
or investigative leads will be contacted.

7.3.3 Juvenile - 17 years of age or younger

Upon receiving a complaint of a missing juvenile, an officer should handle the investigation in an
expeditious manner. The local law enforcement and a supervisor should be immediately notified.
Depending on the circumstances surrounding the missing person, the supervisor may establish a
command post.

If foul play is suspected, the on-duty supervisor shall respond and coordinate the investigation as
necessary. The supervisor is responsible for making the appropriate notifications to superiors.

7.3.4 Investigation After Initial Response

Investigation is the responsibility of the local law enforcement; ISU Public Safety will assist as
appropriate.

Cases of suspected foul play will be immediately investigated utilizing appropriate criminal
investigation techniques. If necessary, investigators may be called in to assume the investigation or to
assist with the investigation.

Witnesses or investigative leads shall be contacted as part of the initial and follow-up investigation.

7.3.5 24-Hour Policy

Any report of a missing person shall be promptly reported. No employee shall refuse to take a report of
a missing person, due to age or other reasons.
7.3.6 Entry into NCIC

NCIC entry is the responsibility of the local law enforcement.

7.3.7 Removal from NCIC

NCIC removal is the responsibility of the local law enforcement.
Bomb Threats

The Department shall respond to all reports of bomb threats on the University campus. **All bomb threats** will be reported to the Pocatello Police Department and ISU Public Safety will operate under their direction. If media is involved, at the request of the Director, contact will be made the Idaho State Police, the contact person for the State Board of Education and the Governor.

7.4.1 Notification of Bomb Threat - Directly to ISU Public Safety

In the event the Department receives the threat directly from a caller, the dispatcher, or employee receiving the threat shall immediately complete the Bomb Threat Phone Report (questions delineated in this section) by asking the caller the information contained on the report. If the caller refuses to answer the questions, the employee shall complete the following information as fully as possible.

The employee receiving the bomb threat shall immediately notify ISU Department of Public Safety.

The responsibility for investigating bomb threats rests with the Director of Public Safety, or in his absence, the appropriate supervisor.

R. Caller’s name:

S. Caller’s telephone number:

T. Exact location of bomb: (building, floor, room, etc.)

U. When will bomb detonate:

V. Why bomb was placed:

W. What does bomb look like: (type of explosive, how it is packaged, etc.)

X. By whom was the bomb placed:
Additional Information

A. Time of call:
B. Exact wording used by caller:
C. Background noise:
D. Sex:
E. Probable race:
F. Age: (adult, child) Estimated age:
G. Pitch of voice: (Low, moderate, high)
H. Speech: (excited, rapid, accent, disguised, slow, broken, loud, normal, sincere, etc.) Impediments: (drunk, lisp, etc.)
I. Time call terminated:

7.4.2 Notification of Bomb Threat - From a Second Party

When the Department receives a threat from a second party the dispatcher or employee shall attempt to gain the following information from the caller:

A. The caller's name.
B. The caller's telephone number.
C. The building where the bomb is located.
D. When the bomb is to detonate.
E. When the call was received and by whom.
F. Wording used by the caller.
G. Information concerning the caller.
H. Any background noise.

The employee shall immediately notify Communications of the threat.
7.4.3 Letter Bomb or Suspected Letter Bomb

Once the Department is notified about a possible letter bomb or suspicious package, the building will not be evacuated immediately unless there are mitigating circumstances. The responding officer should evaluate the suspicious package as indicated below.

A. Packages With Unknown Type of Delivery
   1. Determine if the package has been handled by anyone in the area to determine:
      a. Weight.
      b. Residue.
      c. Other characteristics of letter bombs.
      d. Size.

2. Look for addresses and return addresses.
   a. Contact addressee and determine if they are expecting a package and what it might be.
   b. Contact the mailing party if possible for confirmation of shipment and contents.

3. Clear the immediate area where the package is contained.
   a. If the package is well-contained no evacuation may be necessary during the initial evaluation and fact finding.
   b. Letter bombs are designed to explode upon opening and not when handled or shipped.
   c. Officers should refrain from transmitting in the immediate vicinity, even though RF interference is limited to 140-160 megahertz.
   d. If a determination is made that the package/letter is safe to open, remove it from the area to Public Safety before opening.

4. If a white powder letter or package is found:
   a. Do not attempt to clean it up.
   b. Cover the powder with something, do not remove the cover.
   c. Leave and secure the area and shut down ventilation, if possible.
d. Contact Public Safety and 911 immediately.

e. Wash hands thoroughly with soap and water.

f. Make a list of all people in the vicinity of the letter or package.

B. Packages Delivered by Mail

1. Determine delivery of package and who has handled the package, this will permit the same discovery as in "A" above.

2. Evacuate the immediate area only. This may include an office or area on either side of the affected area to include above and below.

The responding officer will evaluate packages delivered by mail the same as with unknown packages; the exception being the evacuation area. Once it is determined that the package meets the criteria regardless of method of receipt, the PPD should be contacted via PPD dispatch. (Also see Chapter I General Orders, Section 7.6.3 Anthrax – Responding to Suspicious Mail).

7.4.4 Communications Responsibility

Upon receiving a report of a bomb threat the dispatcher shall immediately dispatch officers to the scene. The dispatcher shall immediately notify the on-duty supervisor of the call.

One or two officers may be dispatched to assist with building security. Communications will immediately notify the Pocatello Police Department of the threat and request standby status.

7.4.5 Radio Silence by Officers at the Scene

Members of the Department who are on the scene of a suspected bomb threat will utilize radio silence (will not transmit) at or near the scene.

Members responding shall advise Communications of their arrival two blocks before arriving. The first officer at the scene shall establish a location for the temporary command post, whereby all other personnel responding will assemble for instructions.

Communications will make "in the blind" transmissions, whereby personnel will utilize telephones for direct contact between Communications and the officers.

Members shall monitor their radios, but will not transmit until advised to do so by the on-scene supervisor or Communications
7.4.6 Supervisor's Responsibility

The responsibility for directing the evacuation of any facility or event will rest with the Director of Public Safety or Public Safety supervisor, after consultation with appropriate police personnel, and University administrators. (Deans or facility directors do not have the authority to order an evacuation or prevent an evacuation.)

The on-duty supervisor will be responsible for coordination of the incident. The supervisor shall evaluate the available information and determine if circumstances warrant an immediate evacuation of the location. If in the opinion of the supervisor there is no need for immediate evacuation the following procedure shall be followed:

A. The supervisor shall determine whether there are enough personnel to adequately secure the exterior of the building. If additional personnel are needed, the supervisor will request additional personnel.

B. Public Safety officers and police personnel will interview the person receiving the bomb threat and determine the legitimacy of the call.

C. Depending on the nature of the information obtained, the decision will be made to either conduct a preliminary search of the facility or immediately begin evacuation procedures.

7.4.7 Building Coordinator/Monitor

The supervisor will attempt to notify the building coordinator/monitor of the bomb threat and provide the building monitor with enough information to assist him/her in evaluating the building.

If the building coordinator/monitor is not available and the building is an academic building, the Dean of the college will be notified and informed of the incident.

If the Dean or Associate Dean from the respective college cannot be located, the Senior Vice President for Academic Affairs will be contacted and informed of the incident.

In non-academic buildings, where the building coordinator/monitor is not available, a department head in the building will be notified. The responding officer should not delay evacuating the building while attempting to notify the building coordinator or other building officials. The responding officer should pull the nearest fire alarm to initiate the evacuation of the building.

7.4.8 Officer's Responsibilities

The Public Safety Office will notify the Pocatello Police Department, and the Pocatello Fire Department and request assistance in conducting the investigation since it is a crime under the state criminal code.
The officer originally assigned the call will be responsible for completion of all necessary paperwork concerning the incident.

Officers, at the direction of the supervisor or in the absence of the supervisor, will conduct a search or direct assigned Facility Services employees in coordinating a search of the "public areas" defined as hallways, public restrooms, open classrooms, and stairwells for any unusual or foreign object(s) that could contain an explosive device.

The public area search shall be conducted under the direction of the police department.

7.4.9 Residence Halls

Any bomb threat received for a residence hall shall immediately result in the Director of Residence Life, or one of the Associate/Assistant Directors as well as the Hall Director being informed. Communications is responsible for this notification.

If information is received that there is an actual device, or time does not permit notification, the building will be evacuated.

7.4.10 Perimeter Security

Department personnel at the scene of a bomb threat shall set up a building perimeter security to prevent access into the building. The on-scene supervisor is responsible for coordination of assignments and relaying those assignments to Communications. The scene supervisor will utilize the building coordinator/monitor to secure and search the building.

7.4.11 Location of Suspected Device

If an actual or suspected explosive device is located, the building shall be immediately evacuated either by activation of the fire alarm or verbally. All evacuation routes shall be diverted away from the actual or suspected device.

Communications shall immediately be notified that a suspected device has been located and request notification of the Pocatello Police Department.

No Department employee shall touch or move a suspected explosive device, unless under direct supervision of a bomb disposal expert.

7.4.12 Bomb Disposal Units

The police/fire department will direct all activities as the on-scene Commander.
7.4.13 **Arrival of the Bomb Disposal Unit**

Upon arrival of the bomb disposal unit, the on-scene supervisor shall brief the bomb technicians on all available information at the moment. The bomb disposal unit shall be responsible for the scene until they relinquish control.

7.4.14 **Notification of Departmental Personnel**

The Public Information Officer shall be notified of all bomb threats.

If a suspected device is located, the Director, Captain, and respective operational Lieutenant shall be immediately notified.

7.4.15 **Post Explosion Procedure**

In the event of an actual explosion, the fire department as well as all available officers and student officers shall be immediately dispatched to the scene.

The on-duty supervisor shall assume crime scene command and make the necessary assignments to insure public safety and crime scene security until the local police and fire departments arrive.

7.4.16 **Post Explosion Notification**

The Director and Captain shall immediately be notified.

University Technical Safety and necessary physical resource employees shall be contacted to respond along with other University departments and representatives as deemed appropriate by the incident commander.

7.4.17 **Command Post**

A command post will be placed into operation at any explosion scene.

7.4.18 **Crime Scene Responsibility**

The fire and police department shall be responsible for the fire and explosion scene.

ISU Public Safety shall work in conjunction with the police and fire department arson investigators and other law enforcement agencies investigating the explosion.
7.4.19 **Building Searches**

If time permits, a preliminary search of the facility will be conducted before any evacuation is conducted.

Preliminary searches will be performed by police and/or Public Safety personnel, with the assistance of appropriate maintenance, custodial, and/or personnel familiar with the area or facility.

Preliminary searches are to be conducted without undue disturbance of normal routines or activities for that area. No attempt will be made to alert the public of the problem until circumstances dictate otherwise.

Areas within the facility normally occupied by academic facility or departmental staff personnel will be searched by those same personnel. Items which appear to be out of place or otherwise suspicious will be reported to the search supervisor. Those items should only be handled by authorized personnel.

Public access areas will be searched by appropriate personnel.

Occupied classrooms will normally not be searched until the class is completed or at an appropriate break. The instructor will assist the search team in recognizing items that are out of place or suspicious.

In the event that suspicious items are located anywhere in the facility, evacuation procedures will be implemented.

7.4.20 **Evacuation**

The responsibility for directing the evacuation of any facility or event will rest with the Director of Public Safety or Public Safety supervisor, after consultation with appropriate police personnel, and University administrators. (Deans or facility directors do not have the authority to order an evacuation or prevent an evacuation.)

If a building is to be evacuated, and time permits, officers shall methodically, with the assistance of the building monitor, ask personnel to leave the building.

If time does not permit a floor by floor evacuation, or due to the size of the building, it is impractical to personally evacuate the building, the building shall be evacuated by use of the fire alarm system or by use of a public address system.

7.4.21 **Evacuation of Buildings**

A. Appropriate fire and medical personnel will be called to the area by the Public Safety officer.
B. Evacuation of a facility will normally be performed in the following sequence unless circumstances dictate otherwise.

1. Ground floor

2. Basement

3. Subsequent floors 3, 4, 5 etc., until all are evacuated.

C. At the time of evacuation, unless circumstances dictate otherwise, academic classes will be directed to the prearranged alternate class room.

D. All other personnel will be directed to safe locations away from the facility.

E. University personnel will not be authorized to leave the University or their duties unless authorized by the President of the University or his designee.

F. All persons will remain clear of the facility until it is designated as safe for re-entry by the Director of Public Safety or his designee.
Fire/Intrusion Alarms

Fire scenes require the coordination of multiple agencies and departments. This policy will establish procedures to be followed in the response to fire/intrusion calls.

7.5.1 Fire Alarms - Communications Responsibility

Following is the protocol for responding to fire alarms from various buildings around the ISU Pocatello campus to ISU Public Safety.

The first set of call lists is for alarms coded as fire (Codes 01-32) at Pocatello locations.

1. **Pocatello Fire Department (911) must always be called first! Always call them first (even if it is a false or accidental alarm).** Ask them for permission to use Ops Channel 1 and if permission is given ask them to please inform PFD that our officers will be on Ops Channel 1.

   While making notification to PFD, if possible, radio dispatch the on duty officer and bring up cameras, where available, to look for signs of fire or smoke. Advise the on-duty officer to switch to Ops 1 channel for radio communication with PFD and any other first response entities.

2. Steve Chatterton (always call!)
3. All other calls dependent on situation (fire, false alarm, etc.) to be determined by Steve.

If you are informed of the cause of the fire alarm after the initial fire department notification, call the PFD back to inform them of any additional information. **If the fire alarm is false or accidental notify PFD. NEVER TELL THEM TO DISREGARD! It will be up to them whether they respond or not.** If City Dispatch asks if you want a truck to respond, tell them it’s up to the fire department whether they will respond or not.

**When you receive a telephone call regarding a fire:**

1. Ask if the reporting party can smell smoke or see a fire.
2. Ask if the reporting party knows what caused the fire alarm to go off.
3. Ask the reporting party if anyone has called the fire department.
4. Ask the reporting party if they can stay on the line while you call the fire department. Then follow the procedures noted in Section I or IB, whichever applies to the situation.
Fire Alarm from the Aircraft Maintenance Hangar (Bldg. 74) at Pocatello Airport

1. **Pocatello Fire Department (911) must always be called first! Always call them first (even if it is a false or accidental alarm).**

2. Steve Chatterton (Always Call).

3. **After hours & on weekends, notify one of the following Aircraft Maintenance Program Personnel:**
   - Frank Prickett: 233-6675 or 240-0039 (Responder)
   - Gary Shipley: 232-9117 (Responder)

For those alarms connected to the Phoenix Alarm Management System, Phoenix will bring up a screen for all alarms and have all alarm procedures listed, with all contact information. Make sure you use Log Comments for all actions taken on all alarms.

A Fire Alarm Log Sheet will be completed by Dispatch and turned into Carol for all fire alarms.

**Fire Supervisory Alarms (Turner Hall ONLY)** - Fire Supervisory Alarms at Turner are due to a smoke detector going off in one of the dorm rooms which could indicate a fire. When this type of alarm is received:

1. Dispatch will send an officer to the panel and bring up any cameras in the area to look for signs of fire or smoke.

2. Notify Steve immediately during the incident.

3. The officer will check the panel to determine which room the alarm came from. If the alarm has already restored, the officer can look in the history to find location of the smoke detector.

4. The officer will proceed to the room where the smoke detector has gone off to determine the cause of the alarm.

5. If it is an incident where Pocatello Fire Department should respond, the officer will request dispatch to have them respond.

The second set of call lists is for alarms coded as system or equipment **Trouble Alarms** (i.e. Trouble Alarms or Supervisory Alarms, or codes 91, 92, 93, 96, 97, 98 & 99).

An LI and maintenance request will be completed by Dispatch for all trouble alarms. A Trouble Alarm Log Sheet will be completed by Dispatch and turned into Carol for all trouble alarms.

1. If work is being done on alarm system advise PFD that maintenance will be working on the alarm and that we will contact them once the alarm has been repaired.

2. **DURING NORMAL BUSINESS HOURS:** Contact Maintenance. If no maintenance personnel can respond and the trouble alarm does not reset/restore (this includes Fail Test/Abnormal Check-in Alarms) or alarms and resets/restores repeatedly, dispatch the on-duty officer to check the panel. If the trouble alarm resets/restores after 5-10 minutes, Dispatch will notify the on-duty officer, but no officer response will be necessary. Dispatch will complete an LI and maintenance request.

   If it has been determined that a power surge/power interruption has caused multiple trouble alarms, and no maintenance personnel can respond, the officer on duty will be made aware of
the situation and may respond to the trouble alarms if the officer deems it necessary, but will not be required to respond to all of the trouble alarms. Dispatch will complete an LI and a maintenance request to have the panels checked to ensure there was no damage to the panels.

3. **AFTER HOURS**: If the trouble alarm resets/restores after 5-10 minutes, Dispatch will notify the on-duty officer, but no officer response will be necessary. Dispatch will complete an LI and a maintenance request.

A trouble alarm that does not reset/restore (this includes Fail Test/Abnormal Check-in Alarms) or alarms and resets/restores repeatedly will require the on-duty officer to respond to try and reset/silence the alarm. If the alarm cannot be silenced/reset/restored, contact Steve for further instructions (PAGE HIM IF YOU CAN’T REACH HIM BY PHONE!). Dispatch will complete an LI and a maintenance request.

If it has been determined that a power surge/power interruption has caused multiple trouble alarms, the officer on duty will be made aware of the situation and may respond to the trouble alarms if the officer deems it necessary, but will not be required to respond to all of the trouble alarms. Dispatch will complete an LI and a maintenance request to have the panels checked to ensure there was no damage to the panels.

4. If an alarm panel will be down for more than 4 hours or several days/months due to maintenance, construction, panel damage, etc., Dispatch will notify the Public Safety Director, PFD, all officers & all other dispatchers, and re-notify them when the problem has been resolved and the system is back on-line/restored.

Trouble Alarms at Aircraft Maintenance Hanger (Bldg. 74), Airport

1. Contact one of the following Aircraft Maintenance Program Personnel:
   - During Normal Business Hours: 232-8485
   - Frank Prickett (after hours/weekends): 233-6675 or 240-0039
   - Gary Shipley (after hours/weekends): 232-9117

2. **After hours and on weekends**, if one of the above Program Personnel can silence or reset/restore the trouble alarm or it appears normal, Dispatch will make the on-duty officer aware of the trouble alarm and will complete and LI and a maintenance request to have the alarm checked the next working day.

3. If the alarm cannot be silenced/reset/restored, contact Steve for further instructions (PAGE HIM IF YOU CAN’T REACH HIM BY PHONE!). Dispatch will complete an LI and a maintenance request to have the alarm checked the next working day.

4. If an alarm panel will be down for more than 4 hours or several days/months due to maintenance, construction etc., Dispatch will notify the Public Safety Director, PFD, all officers & all other dispatchers, and re-notify them when the problem has been resolved and the system is back on-line/restored.

Fire Alarm Instructions For all ISU Buildings in Idaho Falls - See red Fire Alarm Book at Dispatch Center.
7.5.2 Fire Alarms - Officer's Responsibility

If smoke and/or flames are reported or if it is unknown whether there is a fire, the on-duty officer will respond “Code 3,” lights and sirens. If there are no signs of fire, the on-duty officer will not respond code (See Chapter III, Section 3.1.4 Response to Crimes in Progress and Chapter V, Section 1.1.15 Priority One Calls).

The first officer at the scene shall assess the situation and provide Communications and PFD with updated information. We Will Never Tell Them to Disregard, even if it has been determined to be a false/accidental alarm. It will be up to the Fire Department whether they will respond or not.

This information will include:

A. Type of fire.
B. Size.
C. Any immediate hazards such as hazardous material placards, downed wires, flooding etc.
D. Injuries.
E. Direction of additional personnel to the scene.

The Public Safety officer will then:

1. Coordinate crowd control by use of crime scene flagging and other personnel until the local police arrive.
2. Assist in the evacuation of people from the building, or nearby buildings, or surrounding areas as necessary.
3. Render aid to the injured and request paramedics to respond.
4. Direct traffic away from the fire.

Officers should not enter buildings where open flames are seen, or where known hazardous materials are involved.

Only properly trained and equipped personnel shall attempt to enter an area where hazardous material may be contained.

Officers are responsible for providing PFD with keys to the building and to serve as a resource for the fire department.

Officers will be responsible for point control to permit firefighters and emergency personnel immediate access.
During the fire-ground operation, Public Safety personnel shall obey the lawful command of the on-scene fire department commander or his authorized representative.

The Public Safety officer receiving the call will see that a report of the fire is completed showing point of origin, cause, if known, extent of damage, and dollar loss prior to ending the watch or tour of duty the fire occurred on.

If a Fire alarm is generated by fire alarm system faults (i.e., Trouble or Supervisory Alarm), the fire department must be notified. Dispatch will be responsible for contacting maintenance or completing an LI and a maintenance request to have the alarm checked.

7.5.3 Fire Alarms - Command Post

A command post will be established by the first officer at the scene. Upon arrival of the on-duty supervisor or higher authority, the command post will become their responsibility.

7.5.4 Fire Alarms - Supervisor's Responsibility

The supervisor at the scene shall be responsible for:

A. Direction and control of Department personnel.
B. Coordination with PFD and other departments.
C. Insuring prompt notification of the Public Information Officer, the Director and Technical Safety.
D. Documentation of the incident.

7.5.5 Fire Alarms - Fire Department

Once PFD has arrived at the scene, the control of the fire scene will be assumed by the fire department. Police officers will be responsible for enforcement of state laws and crowd control. Public Safety will provide assistance and coordinate activities between the local authorities and the University.

7.5.6 Fire Alarms - Risk Management

University Facility Services officials will work in unison with PFD and ISU Public Safety to decide when a building may be re-occupied or an area is safe to enter. No employee will enter an area deemed unsafe by Facility Services safety officials.

No Department employee will unnecessarily endanger him/herself with the evacuation of personnel from a fire or disaster scene.
7.5.7 Fire Alarms - Residence Halls

The response to fire alarms, especially in the residence halls requires the coordinated assistance of several groups. This policy will delineate the duties and responsibilities of individuals at residence hall fire alarms.

**Resident Assistants**

Resident Assistants are responsible for the following:

A. Report to the front desk and receive assignments to exterior crowd control of residents.

B. If applicable, the assignment of an RA to check on the designated disabled rooms and areas.

C. Resident Assistants will not clear their floors prior to reporting to any prearranged area.

D. Provide assistance and information to police, fire and Public Safety officials.

E. Once approval for re-entry is given, coordinate re-entry into the building.

**Department Responsibilities**

Once a fire alarm in a residence hall is received the following procedure shall be followed:

A. Dispatchers - All instructions in Section 7.5.1 of this chapter will be followed.

B. The primary officer will be responsible for investigation at the scene and follow-up documentation.

C. The first officer at the scene will meet with Residence Hall staff to determine if there is smoke or fire or will proceed to the alarm area for further investigation.

D. If the officer is told or discovers that there is an actual fire, the officer shall immediately inform Communications of the circumstances. The officer shall insure that the fire alarm is activated, clear from the building and establish a command post. **No officer shall remain in a building where it is determined that smoke or fire exists.**

E. Fire alarms shall remain activated, during actual or suspected fires until ordered silenced by the fire department.

F. Upon the arrival of the fire department, officers will provide them with access to the building, but will not enter the building unless directed to do so by the fire scene commander. The Department shall also provide continuous access for fire apparatus and keep access areas clear for personnel and equipment.

G. Officers shall assist with building security, traffic and crowd control.
H. If no smoke or fire is detected, or information is received that the fire has been extinguished, officers may proceed to the scene. If the officer encounters heavy smoke, he/she shall not enter the area and will advise Communications of the situation, clear from the location, and await the fire department in a safe location.

I. If no smoke or fire is reported or detected, the officer will proceed to the alarm location, determine, if possible, the cause for the fire alarm, and have dispatch advise PFD. We will never ask PFD to disregard. It will be up to PFD whether they will respond or not. The responding officer may not reset the alarm unless requested to do so by the fire department.

J. Dispatch is responsible for completing an LI and a maintenance request to have the alarm or smoke detector checked the next working day, if it is malfunctioning.

K. An officer will be responsible for notifying residence life personnel of the cause of the alarm and that the building is authorized for reoccupation.

L. In the event only one officer is assigned or able to respond to an alarm the officer will determine the location of the alarm and investigate as previously outlined. Under this situation the initial contact with residence life personnel may not be possible until a later time.

No employee of this Department shall unnecessarily risk their own personal safety at the scene of fires.

7.5.8 Fire Alarms - ISU Meridian

Fire alarms at ISU Meridian are monitored by ADT. ISU Meridian has requested that ADT call ISU Public Safety for any fire alarm events that occur at that building. Dispatch is to contact the Director and inform him of the situation. Dispatch will also add the alarms to the Fire Alarm/Trouble Alarm Log Sheet.

7.5.9 Intrusion Alarms - President’s Residence

The burglar alarm system at the president’s house is designed to alert Public Safety if the alarm code is not entered into the alarm control box within 45 seconds after a door or window sensor has been triggered.

If Public Safety does not get a phone call from the president’s house within a few seconds of the alarm being triggered, an on-duty Public Safety officer will be dispatched immediately. DISPATCH MUST CALL STEVE ASAP!

The Public Safety officer will respond to the area without emergency lights and position the patrol vehicle in an inconspicuous area away from the house and yard, but where they can view the house and yard. The officer should be alert and take note of any persons or vehicles leaving the area.
If the President, or the President’s spouse, is home, one of them will reset the alarm. The policy is to have them stay in their bedroom until Public Safety arrives to verify that the residence is clear.

If neither the president, nor the president’s spouse, is home and the on-duty officer has verified that the residence is clear, the Public Safety Director will be called for directions on how to reset the alarm.

For intrusion alarms received from the President’s house, the code to shut off the alarm is in a sealed envelope in the wall safe in the squad room. The security supervisor and management assistant have the combination to the file cabinet. If the alarm code is needed, contact the Director. If the Director is unavailable, contact a supervisor or the management assistant for the combination to the file cabinet. If the alarm code is used, it is to be indicated in the incident report.

President’s Housekeeper - Melanie Burge - Cell Phone Number 251-0364.
President’s Home Phone Number: 232-0539

7.5.10 Intrusion Alarms - Pocatello

Following is the protocol for responding to intrusion alarms (other than the nuclear facility, see Chapter III Section 2.5, and the President’s house, see Chapter I Section 7.5.10) from various buildings around the ISU Pocatello campus to ISU Public Safety.

Communications Responsibilities
1. Dispatch the On-Duty Officer(s) to the area.
2. Bring up cctv cameras, where available.
3. Contact Steve Chatterton and advise him of the situation. Notify key department personnel having authority ONLY if requested do to so by Steve Chatterton.
4. Use the Phoenix Alarm system to process and log the Event. Phoenix contains the signal data (i.e., intrusion vs. fire alarm), instructions/procedures, contacts and an action log to record every action taken as the Event is processed.
5. An Intrusion Alarm Log Sheet will be completed and turned into Carol for all Intrusion Alarms.

Officer Responsibilities
1. The Public Safety officer(s) will respond to the area without emergency lights and position the patrol vehicle in an inconspicuous area, but where they can view the building and/or main entrance to the building.
2. The Officer(s) will make a tactical response to the alarm area to determine the cause, and where necessary will:
   · Detain/identify personnel in the area
   · Contact key department personnel to help identify personnel in the area
   · Contact Pocatello Police Department
   · Assist in securing the area
   · Assist in a building search.
2. The Public Safety officer will respond even if it is determined to be a false alarm.

3. Arming/Disarming.

Trouble Alarms

An LI and a maintenance request will be completed by Dispatch for all trouble alarms. A Trouble Alarm Log Sheet will be completed by Dispatch and turned into Carol for all trouble alarms.

1. If work is being done on the alarm system dispatch will advise the on-duty officer that maintenance will be working on the alarm.

2. **DURING NORMAL BUSINESS HOURS**: Contact Maintenance. If no maintenance personnel can respond and the trouble alarm does not reset/restore or alarms and resets/restores repeatedly, dispatch the on-duty officer to check the panel. If the trouble alarm resets/restores after 5-10 minutes, Dispatch will notify the officer, but no officer response will be necessary. Dispatch will complete an LI and a maintenance request.

   If it has been determined that a power surge/power interruption has caused multiple trouble alarms, and no maintenance personnel can respond, the officer on duty will be made aware of the situation and may respond to the trouble alarms if the officer deems it necessary, but will not be required to respond to all of the trouble alarms. Dispatch will complete an LI and a maintenance request to have the panels checked to ensure there was no damage to the panels.

3. **AFTER HOURS**: If the trouble alarm resets/restores after 5-10 minutes, Dispatch will notify the on-duty officer, but no officer response will be necessary. Dispatch will complete an LI and a maintenance request.

   A trouble alarm that does not reset/restore or alarms and resets/restores repeatedly will require the on-duty officer to respond to try and reset/restore/silence the alarm. If the alarm cannot be silenced/reset/restored, contact Steve for further instructions (PAGE HIM IF YOU CAN’T REACH HIM BY PHONE!). Dispatch will complete an LI and a maintenance request.

   If it has been determined that a power surge/power interruption has caused multiple trouble alarms, the officer on duty will be made aware of the situation and may respond to the trouble alarms if the officer deems it necessary, but will not be required to respond to all of the trouble alarms. Dispatch will complete an LI and a maintenance request to have the panels checked to ensure there was no damage to the panels.

4. **If an alarm panel will be down for more than 4 hours or several days/months due to maintenance or construction, panel damage, etc., Dispatch will notify the Public Safety Director, PFD, all officers & all other dispatchers, and re-notify them when the problem has been resolved and the system is back on-line/restored.**
Communications Failures

A Network Communications Failure alarm occurs when there is a communications failure between our alarm notification system and the campus network. It normally resets within minutes. Contact Telecom ONLY if it has not cleared within 1 (one) hour (during normal business hours contact Telecom at ext. 4541; after hours call the NOC line at ext. 6621).

Find out what is wrong and how long it will be down. Notify the Director at this time to let him know what is going on.

If the alarm is going to be down for more than 2 (two) hours notify the on-duty officer to do a security check of the area every two hours.

7.5.11  Intrusion Alarms - Idaho Falls

Following is the protocol for responding to intrusion alarms from buildings around the ISU Idaho Falls campus to ISU Public Safety.

Communications Responsibilities
During Business Hours -
1. Dispatch a Public Safety officer (Idaho Falls Officer between 4pm & 10pm during the week) to the area.
2. Bring up cctv cameras, where available.
3. Contact Steve Chatterton and advise him of the situation.
4. All other contacts will be determined by the responding officer and/or Steve Chatterton.
5. Use the Phoenix Alarm system to process and log the Event. Phoenix contains the signal data (i.e., intrusion vs. fire alarm), instructions/procedures, contacts and an action log to record every action taken as the Event is processed.

After 10:00 p.m. and On Weekends:
1. Contact Steve Chatterton and advise him of the situation.
2. Bring up cctv cameras, where available.
3. All other contacts will be determined by Steve Chatterton.
4. Use the Phoenix Alarm system to process and log the Event. Phoenix contains the signal data (i.e., intrusion vs. fire alarm), instructions/procedures, contacts and an action log to record every action taken as the Event is processed.

If a panic alarm that has been set off in the Bennion SUB needs to be reset, the tool for pulling it back out is at the Information Desk.

Officer Responsibilities
1. The Public Safety officer/Idaho Falls officer will respond to the area without emergency lights and position the patrol vehicle in an inconspicuous area, but where they can view the building and/or main entrance to the building.
2. The officer will respond even if it is determined to be a false alarm.
3. If necessary, the officer will:
   · Detain/identify personnel in the area
· Contact key department personnel to help identify personnel in the area
· Contact Idaho Falls Police Department, where necessary
· Assist in securing the area
· Assist in a building search

Trouble Alarms

1. Dispatch the On-Duty Public Safety Officer during business hours (Idaho Falls Officer between 4pm & 10pm during the week).
2. Bring up cameras, where available.
3. Always contact Steve Chatterton.
4. After 10:00 p.m. and on weekends, all other contacts will be determined by Steve Chatterton.
5. Contact Idaho Falls Maintenance Personnel ONLY if the on-duty officer or key personnel cannot silence or reset/restore the trouble alarm. If the alarm can be reset/restored or silenced or resets/restores itself, dispatch will be responsible for completing an LI and a maintenance request to have the alarm checked the next working day.

1. If an alarm panel will be down for more than 4 hours or several days/months due to maintenance, construction, panel damage, etc., Dispatch will notify the Public Safety Director, all officers & all other dispatchers, and re-notify them when the problem has been resolved and the system is back on-line/restored.

7.5.12 Fire Watch Policy

Purpose

This policy outlines the requirements of a fire watch if the fire alarm and/or fire suppression systems in any University building become inoperative.

This policy will apply to any situation in which a fire suppression system (e.g., building sprinkler system) or fire alarm and detector system is disabled (referred to in this policy as a “system interruption”). Such systems may be disabled because of emergencies, such as power outages or broken water lines, or due to vandalism, repeated false alarms, construction projects or system malfunctions.

Reporting Procedures

The following procedures will be followed in the event of a system interruption in any campus building:

1. Facilities Services electricians will notify Public Safety dispatch when a fire alarm and/or sprinkler system is inoperative or impaired due to maintenance, construction or any other reason.

2. Public Safety will notify the following if a fire watch is implemented:
   a. Facilities Services Director (if not already notified)
   b. The Public Safety Director
   c. Housing Director, when in any housing facility
   c. Pocatello Fire Department
d. building occupants (in person and through posting of signage)
e. all dispatchers and all officers

3. A fire watch will be established in a building when the fire alarm and/or sprinkler system is shut down more than 4 hours.

4. The Facilities Services Director, Dean of Students or Housing Director will coordinate with Public Safety to utilize building or other university staff to establish a fire watch.

5. Facilities Services electricians will notify Public Safety when the system has been restored and Public Safety will notify the Public Safety Director, fire watch personnel, building occupants and the Pocatello Fire Department when the fire watch is ended.

**Fire Watch Procedures**

A fire watch will be established in a building when the fire alarm and/or sprinkler system is shut down or inoperative more than 4 hours.

The decision to implement a fire watch will be determined jointly by Facilities Services, Public Safety and the Pocatello Fire Department.

In housing units a fire watch is required at all times when the units are occupied. Public Safety will notify Housing and the Dean of Students when a fire watch needs to be implemented.

In buildings other than housing units, a fire watch will be required during normal business hours. Outside normal business hours, the need for a fire watch will be determined jointly by Facilities Services, Public Safety and the Pocatello Fire Department.

Anyone working on a fire suppression system must give Facilities Services sufficient time to establish a fire watch and notify Public Safety.

Facilities Services and Public Safety will ensure that there are personnel to perform fire watches in all buildings. In housing units that are occupied, Housing staff may be used to perform the fire watch.

Contractors will be responsible for implementing a fire watch for impairments caused by construction work.

Fire watch personnel are to be familiar with the building, evacuation procedures for the building, and procedures for sounding an alarm in the event of a fire.

Fire watch personnel will remain vigilant at all times and are not permitted to perform any other duties during the fire watch.

The number of personnel involved in the fire watch should be adequate enough to watch for fires in all occupied areas of the building.

Fire watch personnel are to remain in the building whenever it is occupied.
Fire watch personnel will conduct an hourly check of each floor in order to detect any signs of smoke, fire or any other life safety hazard that might exist.

In a building where the alarm system is not functioning, fire watch personnel will be provided with a bull horn or other loud device with which to notify the building occupants in the event of a fire or other emergency. They will also carry a Public Safety radio or cell phone with which they can contact emergency personnel, if necessary.

In the event of an emergency, fire watch personnel will contact Public Safety immediately and direct occupants to the nearest safe exit.

Fire watch personnel are not required to fight fires and may only use a fire extinguisher if trained to do so and if the fire is the size of a small wastebasket or smaller.

Fire watch personnel will be provided with instructions and the necessary equipment or materials to perform their duties.
<table>
<thead>
<tr>
<th></th>
<th>Fire Watch Personnel Checklist</th>
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<tbody>
<tr>
<td></td>
<td>Copy of Evacuation Procedures and Floor Plan for Building.</td>
</tr>
<tr>
<td></td>
<td>Radio and/or cell phone to make emergency contacts.</td>
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<tr>
<td></td>
<td>Bull horn, whistle or other loud device to notify occupants in building of a fire or other emergency, if necessary.</td>
</tr>
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<td></td>
<td>ID to identify you as Fire Watch Patrol.</td>
</tr>
<tr>
<td></td>
<td>Received instructions on use of fire extinguisher, if necessary to use.</td>
</tr>
<tr>
<td></td>
<td>Received instructions on use of pull stations (if operable).</td>
</tr>
<tr>
<td></td>
<td>Fire Watch Log (To be turned into Facilities Services at end of fire watch.</td>
</tr>
</tbody>
</table>
Personnel serving as a fire watch will perform the following duties:

1. Conduct patrols of the interior of the entire facility as specified on an hourly basis.
2. Identify any fire, life or property hazards.
3. Determine at least one means of direct communication with Pocatello Fire Department and Public Safety. A telephone is preferable.
4. Maintain a log of fire watch activities (log sheet is attached).
5. Have knowledge of the location and use of the fire extinguishers.

Actions in case of fire or odor of smoke:

1. Notify the Pocatello Police Department if a fire is discovered by calling 911, then Public Safety at 282-2515 and give the exact address and type of emergency.
2. Notify the occupants of the facility of the need to evacuate. If the sirens or public address function of the alarm system are still functional, use them to assist with the evacuation of the building.
3. Fire watch personnel cannot have other duties beside their assigned fire watch. NOTE: Fire watch personnel will not perform fire-fighting duties beyond the scope of the ordinary citizen.

Fire Watch personnel will patrol the entire facility every 15 minutes in the following situations:

1. The facility has occupants sleeping.
2. The facility is an institutional occupancy.
3. The facility is an occupied assembly place (i.e., events at PAC, Holt, Frazier, etc.)

Fire watch personnel shall maintain a fire watch log (see attached) that will be turned into Facilities Services at the end of the fire watch.
BUILDING NAME AND #
DATE STARTED: ________________________ DATE ENDED: ________________________

REASON FOR FIRE WATCH:

<table>
<thead>
<tr>
<th>DATE/TIME</th>
<th>PERSON CONDUCTING WATCH</th>
<th>INITIALS</th>
<th>NOTES</th>
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### 7.5.13  Fire Drill Procedures for Officers and Dispatchers

#### During the Drill

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Notify dispatch of the fire drill</td>
<td>Ask dispatch to notify PPD dispatch so they know we are conducting a fire drill.</td>
</tr>
<tr>
<td>Check for building’s evacuation route maps</td>
<td>The maps should be in public access areas. Note where they are on the Exercise/Evacuation Report form. If there is no map or you could not locate a map, please note that on the Exercise/Evacuation Report Form.</td>
</tr>
<tr>
<td>If there is an Indoor Emergency Notification System (ENS) in the building contact Rod</td>
<td>Ensure that it is used as part of the evacuation notification process. Note on the Exercise/Evacuation Report Form whether the Indoor ENS was set off or not, and if not why not. Note whether it was working properly. If it was not working properly, note what the issue was and make sure Rod is informed of the problem after the drill.</td>
</tr>
<tr>
<td>Initiate fire drill by providing a scenario if necessary</td>
<td>Otherwise just have ISU Maintenance set off the alarm, if the building has one. Use of megaphones is required where there are no fire alarm systems present.</td>
</tr>
<tr>
<td>Do a sweep of the building, knocking on doors and informing everyone it is a fire drill and they need to evacuate. For Housing Fire Drills RA’s or Housing Officials may assist Public Safety Officers in sweeping the building(s).</td>
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</tr>
<tr>
<td>Note: Idaho Fire Code requires everyone to evacuate to their area of assembly during a fire drill. If there are individuals who refuse to evacuate, please note their names and Bengal Card ID numbers on the Exercise/Evacuation Report Form and inform them they could be referred to the Dean of Students or HR for refusal to evacuate.</td>
<td></td>
</tr>
<tr>
<td>As you go through the building</td>
<td>In coordination with ISU Maintenance, check proper operation of alarm system, exit and emergency lights, fire doors, fire extinguishers are present, etc. Note this information on the Exercise/Evacuation Report Form.</td>
</tr>
<tr>
<td>Meet with Building Coordinators and Floor Monitors</td>
<td>To make sure everyone is evacuating, that they are evacuating to the building’s designated assembly area(s), and ask them to do an estimated head count, if possible. (This will help you learn who these people for when a real emergency happens).</td>
</tr>
<tr>
<td>Make sure no one re-enters the building</td>
<td>Until it is determined the drill is complete and everyone has evacuated the building. Again, note any individuals who don’t/won’t evacuate on the Exercise/Evacuation Report Form.</td>
</tr>
</tbody>
</table>
### After the Drill

- **☐** Have ISU Maintenance reset the alarm.
- **☐** Give all clear to Building Coordinators and have them let the occupants know they may return to the building.
- **☐** Notify dispatch that the drill has been completed and ask them to inform PPD dispatch.
- **☐** Check with ISU Dispatch to see if the alarms reported in properly, and if not, why not. Note this information on the Exercise/Evacuation Report Form.
- **☐** Complete the Exercise Evacuation Report Form. Note any issues with the above. Officers can cut and paste their LI narrative into the “brief description area at the bottom of the Exercise/Evacuation Report Form, as long as they note any difficulties, problems, weather related issues, problems with people evacuating, any information obtained from above responsibilities, etc.

Building Coordinators, Floor Monitors, faculty, staff and students do not have the authority to cancel a fire drill. Please consult with Steve Chatterton or Carol Prescott before cancelling any fire drill. They will make the final determination as to whether it should be cancelled or not.
Anthrax Reports

Due to recent incidents within the United States, involving actual or suspected Anthrax, we are adopting the following protocol from the University of Montana-Missoula.

7.6.1 Suspicious Mail Characteristics

To determine if a package seems suspicious, read the following guidelines:

A. Does it have a threatening message printed on it?
B. Is there powder or another substance leaking from the package?
C. Is there excessive postage?
D. Are there any oily stains visible on the package?
E. Is there an odor or discoloration to the package?
F. Are there any signs of potential contamination or tampering?

If any of these guidelines lead to belief that the package may be suspicious or hazardous, follow the safety procedures listed in subsequent sections of this chapter.

7.6.2 Response to Suspicious Packages / Anthrax Calls

The on-duty Dispatcher will:

- Obtain information about the location and status of the suspect item.
- Determine if the letter or package has been opened.
- Advise caller to refrain from opening or further touching the letter or package.
- Instruct the caller to secure the room and standby to provide information to the responding officer.
- Dispatch the Public Safety Officer to investigate. (Be sure to inform the officer that the letter or package has been opened or not).
- Standby for additional instructions from the Public Safety Officer.
Contact local emergency service units or the Hazmat Emergency Response Team if requested by the Public Safety Officer.

The responding Public Safety Officer will:

A. Respond to all suspicious mail, Anthrax or bio-terrorist calls as if they were real.

B. Request assistance as needed (i.e., police, fire, other).

C. Secure the area and interview witnesses and/or suspects. The possibility exists that all personnel in or near the area will need to go through decontamination. This is a second reason for making sure that no one attempts to flee the scene.

D. If ventilation systems are operating, shut them off or request assistance from Maintenance and Operations to accomplish the same.

E. Stand by to assist Hazmat Emergency Response Team. The Hazmat Team will assume control of the scene and determine if testing will be required of any suspect material.

F. Ensure that dispatch follows the call out/emergency calls for administration notifications.

G. Advise dispatch when the all clear order has been issued.
7.6.3 Anthrax-Responding to Suspicious Mail

ANTHRAX
Responding to the receipt of envelopes or packages suspected to contain Anthrax
Adopted from the State of Idaho Department of Administration

The purpose of these guidelines is to recommend procedures for handling such incidents at home or at the workplace. Decisions about the need for decontamination and initiation of antibiotics should be made by health officials responsible for the jurisdiction in which the incident occurs. In most circumstances, the decision of whether to initiate antibiotics can be delayed until the presence or absence of anthrax bacteria or spores is determined by the State Public Health Laboratory. State and local health department officials should be involved in the decision-making process when a potential exposure has occurred. A risk assessment for those persons involved in the incident should also be coordinated by law enforcement personnel.

What You Should Know About Anthrax
1 Anthrax organisms can cause skin infection, gastrointestinal infection or pulmonary infection. To do so, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. All forms of this disease are generally treatable with antibiotics, if detected in a timely manner. If the exposure was real, symptoms would usually develop within two to six days.
2 For anthrax to be effective as a biological agent it must be aerosolized into tiny particles smaller than a red blood cell. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

What to Do If You Encounter A Suspicious Letter Or Package - DO NOT PANIC

| General Precautions for those who handle large volumes of mail: | 8 MAKE a list of all people who had contact with the powder and a list of your movements after handling the suspicious letter (ex: office cubicle, rest room, elevator, etc...) and give both lists to the emergency responders. Further medical follow-up for yourself and exposed associates and surface decontamination may be required. |
| 1 Wash your hands with warm soap and water before and after handling the mail. | 1 MAKE a list of all people who were in your work area at the time of the threat and give the list to the emergency responders. Further medical follow-up may be required for yourself and exposed associates. |
| 2 Do not eat, drink or smoke around mail. | 2 MAKE a list of all people who handled the suspicious letter and a list of all people who were in your work area at the time of the threat and give the list to the emergency responders. Further medical follow-up may be required for yourself and exposed associates. |
| 3 If you have open cuts or skin lesions on your hands, disposable latex gloves may be appropriate. | 3 MAKE a list of all people who handled the suspicious letter and a list of all people who were in your work area at the time of the threat and give the list to the emergency responders. Further medical follow-up may be required for yourself and exposed associates. |
| 4 Surgical masks, eye protection or gowns are NOT necessary or recommended. | 4 MAKE a list of all people who handled the suspicious letter and a list of all people who were in your work area at the time of the threat and give the list to the emergency responders. Further medical follow-up may be required for yourself and exposed associates. |

Suspicious Unopened Letter
1 Place envelope in a plastic bag.
2 WASH hands with soap and water.
3 NOTIFY your supervisor, who will contact Public Safety who may then notify the Police and the FBI.
4 If at home, call the Police regarding the letter

Powder Spills Out Of An Envelope
1 DO NOT clean powder up. Keep others away (including pets, if at home).
2 GENTLY invert a container, such as an empty trash can, OVER the envelope and powder to avoid dispersal. The district health department and/or law enforcement officials may encourage sample testing to determine the contents of the powder.
3 NOTIFY your supervisor who will contact Public Safety who may contact the District Health Department epidemiologist, the Police and the FBI. If you are at home call the police.
4 Avoid the area containing the envelope but REMAIN on premises and wait for further instructions from your supervisor or emergency responders.
5 Anyone who contacted the powder should WASH their hands with soap and water immediately.
6 DO NOT brush your clothes off.
7 SHUT OFF direct air sources or notify someone who can, to avoid unnecessary dispersal (air con, central air, fans, etc...).

FOR ALL SUSPICIOUS UNLABELED MAIL NOTIFY ISU PUBLIC SAFETY @ 282-2515. DO NOT OPEN!
Elevator Evacuations

In the event of an elevator emergency including an elevator malfunction resulting in the entrapment of passengers in an elevator car, or any other elevator malfunction inhibiting the normal operation of passengers safely exiting an elevator car, an elevator rescue attempt will be performed. Any rescue attempt should be performed under the supervision of an elevator manufacture representative, or the campus elevator mechanic. However, in many elevator emergencies, time is of the essence and the response time of the elevator manufacture representative or campus elevator mechanic may be impractical. Therefore, a rescue attempt may be made by department personnel that have been trained and are qualified in emergency elevator evacuations. Department personnel will only attempt an elevator rescue if the rescue can be done in a safe manner that does not jeopardize their own safety, or the safety of the passengers in the elevator car. If department personnel determine that a rescue attempt may jeopardize their safety, or the safety of the passengers in the elevator car, a rescue attempt will not be made by department personnel. The elevator rescue would then be performed by an elevator manufacture representative, the campus elevator mechanic, or the local fire department. The rescue attempt will only be performed by individuals who have been qualified and trained in emergency elevator evacuations.

7.7.1 Training

All training that is conducted in emergency elevator evacuations will be performed by trained personnel in emergency elevator evacuations. It is preferred that training be conducted in the presence of the elevator manufacture representative, or the campus elevator mechanic.

All Public Safety officers will receive elevator evacuation training as part of the field training program. Each officer is then required to have annual training on elevator evacuations procedures.

7.7.2 Equipment

A. Interlock Release Key

B. Small stool or step ladder

C. Flashlight
7.7.3 Response to Elevator Entrapment Calls

The on-duty Dispatcher will:

- Obtain information about the location and status of the stuck elevator.
- Determine if any of the passengers in the elevator car are ill or injured.
- Obtain how many passengers are in the car.
- Attempt to calm the passengers and advise them that help is on the way.
- Dispatch a Public Safety officer to the stuck elevator and relay all obtained information to the Public Safety Officer.
- Stand by for further instructions from the Public Safety Officer.
- Notify the elevator mechanic or the elevator manufacture service representative if requested to do so.

The responding Public Safety Officer will:

- Disconnect the power to the stuck elevator by the main line disconnect switch for the stuck elevator.
- Establish communication with the passenger in the elevator car and reassure them of their safety.
- Advise the passengers that an elevator rescue attempt is underway.
- Advise the passengers to cycle the emergency stop control in the elevator from stop position to the on position.
- Advise the passenger to press against the elevator doors in the direction that they close.
- Cycle power on to the stuck elevator from the main line disconnect switch.
- Instruct passengers to select the closest floor with the elevator control panel.
- Assist the passengers off the elevator car.

Contact the campus elevator mechanic to determine if elevator is to be taken out of service.

If the elevator car fails to move the nearest floor in normal operating mode, an elevator rescue attempt shall be made.

7.7.4 Elevator Rescue Procedure

Due to the many different types and brands of elevators in service on campus, procedures for each particular elevator cannot be discussed in this directive. However, the general operation of most elevators are very similar and have the same operating functions, therefore, an evacuation procedure will be discussed that pertains to most elevators on campus. The responding officer needs to be aware that some elevators do have different operating functions and that accommodations to different elevators need to be made on some elevator rescue attempts.

Prior to any elevator evacuation being conducted the officer will assess the situation and determine if they can safely conduct an elevator rescue without jeopardizing their safety or the safety of the passengers in the elevator car. The officer will exercise extreme caution when conducting an elevator rescue to prevent falls, trips, and other injuries.
Once the officer has determined that an elevator rescue can be safely conducted, the officer will not attempt a rescue attempt until the main line disconnect switch for the elevator is moved to the off position. When the main power to the elevator has been disconnected, the officer will then determine the location of the stuck elevator car. This can be done by opening the elevator hoist way doors on the bottom floor with the interlock release key and visually observing the location of the elevator car. The officer will use caution when opening the hoist ways doors to prevent falling in the elevator shaft.

Communication shall be established with the passengers of the elevator car. The passengers shall be reassured of their safety and that a rescue attempt is under way. The passengers shall be instructed to move the emergency stop control in the elevator to the stop position. The officer will then open the hoist way doors with the interlock release key. If the hoist way doors fail to open, the officer will seek instructions from the campus elevator mechanic or elevator manufacturer. Once the hoist way doors are open, the hoist way doors will be blocked open prior to opening the elevator car door. If the elevator car is within 18 inches of the landing, the elevator car doors will open with the hoist way doors. Once the elevator car doors have been opened, an officer will enter the elevator car and ensure that the emergency stop control in the elevator is in the stop position. The officer in the elevator car will stand by with the passengers and provide assistance while a second officer is on the landing and is assisting passengers out of the elevator car. The officers will bring attention to the passengers in the elevator car that a step exists from the elevator car’s position to the landing, and that the step is a trip hazard.

If the elevator car is over 18 inches but within three feet of a landing, the elevator car doors must be opened manually. This can be done by locating the retractor on the door and pulling back on the cam. Once the elevator car doors have been opened, a small step ladder or stool will be inserted into the elevator car through the elevator car door opening. An officer will then proceed into the elevator car and ensure the emergency stop control in the elevator is in the stop position. The officer in the elevator car will provide assistance to the passengers by helping them proceed out of the elevator car, while a second officer is on the landing assisting passengers exit the elevator car and onto the landing. The officers will bring attention to the passengers in the elevator car that a step exists from the elevator car’s position to the landing, and that the step is a trip hazard.

If the elevator car is over three feet from the landing, an elevator rescue attempt will not be conducted by Public Safety Personnel. Public Safety Personnel will not enter the elevator shaft and attempt to remove passengers from the elevator car emergency hatch. Public Safety will contact the campus elevator mechanic, or the elevator manufacturer representative and obtain an estimated time for their arrival. If time does not allow for the arrival of the campus elevator mechanic, or the elevator manufacturer representative, or an emergency exists in the elevator car, the local fire department will be contacted to conduct the elevator rescue attempt.

Once all passengers have been removed from the elevator car, the hoist way doors will be closed. All elevator doors will be barricaded or marked off and the elevator will remain out of service until the campus elevator mechanic determines that the elevator can be placed back into service. Officers will not restore power to the elevator unless instructed by the campus elevator mechanic. The campus elevator mechanic will be informed of all switches shut off, all elevator doors that were entered, and all procedures that were used for the elevator rescue.
Hazardous Materials Response

The following protocols will be used when responding to a hazardous materials call.

7.8.1 Hazardous Materials

Officers or employees viewing or notified of hazardous materials will immediately notify Communications of the condition.

Officers will respond and identify the problem, and immediately request the response of the Pocatello Fire Department and ISU Technical Safety for incidents on campus. Communications will be responsible for such notification.

The on-duty supervisor will be immediately notified by Communications and will assume control and establish a command post. Efforts will be taken to identify the hazardous materials. However, no employee will intentionally or unnecessarily endanger themselves in identifying suspected hazardous materials.

Additional personnel will be dispatched to coordinate emergency efforts, as needed.

If there are gases involved and escaping, wind direction will be determined and, if necessary, efforts will be made to begin evacuation procedures (refer to the Emergency Response Plan for evacuation procedures). All such commands will come from the command post.

Traffic, both pedestrian and vehicle, will be diverted away from the scene to permit emergency response and clean up.

7.8.2 Hazardous Materials - Accident Scene

Hazardous materials accident scenes are very dangerous. When investigating a hazardous materials accident, officers must exercise extreme caution. When hazardous materials are suspected the officer will:

- Request immediate assistance from the local fire department and ISU Technical Safety.

- Gather information as to the materials involved (see DOT Hazardous Materials Guide Book) from an upwind observation point, determine placard number if applicable, and give the climate date to dispatcher (temperature, wind direction, wind speed).
Officer’s primary responsibility in this case is not rescue, but rather containment of the affected area and keeping personnel/public from entering this potentially dangerous environment. Entry may incapacitate the officer or cause permanent injury or death.

7.8.3 Arrival of Fire Department and ISU Technical Safety

The Fire Department will assume primary control of the emergency scene upon their arrival. Technical Safety personnel will have concurrent control with the fire department for on campus incidents. No hazardous materials will be secured at Public Safety.
Juveniles

8.1.1 Purpose

It is of utmost importance that an officer’s attitude, demeanor, and speech toward juveniles be civil and respectful, but at the same time, firm. It is the responsibility of every officer of the Department to properly report the matter coming to the officer’s attention in which a juvenile is either delinquent or the victim of an offense or neglect.

Public Safety officers may detain juvenile offenders for violations of the law or University policy. The Pocatello Police will be notified if the detaining officer determines it is necessary to have the juvenile cited or arrested.

The following information on how peace officers must deal with juvenile offenders is for officer education only. Some portions of the following information will apply to Public Safety officers.

The purpose of juvenile criminal law is to protect the juvenile from abuse, neglect, to prevent delinquency and to rehabilitate offenders when possible. ISU Public Safety is committed to ensuring that the letter and spirit of the law is used in dealing with juveniles and juvenile offenders. All Departmental members are responsible for supporting the Department’s efforts to reduce the incidents of juvenile crime and delinquency.

Since juveniles have the same right as adults, the officer is responsible for investigation of juvenile offenses in the same manner as any other type of criminal complaint.

Because ISU Public Safety works in a unique environment, and juveniles are not commonly associated with the day to day operations of the Department, ISU Public Safety must rely on the mutual cooperation of the Pocatello Police Department to assist in disposition of acts committed by juvenile offenders, and to cooperate with other law enforcement agencies in the reduction of juvenile delinquency.

8.1.2 Juvenile Custody

Juveniles found to be within the purview of the Child Protective Act (Title 16 IC Chapter 16) or the Youth Rehabilitation Act (Title 16 IC Chapter 18) may be taken into custody by a peace officer.
8.1.3 Juvenile Detention

When it becomes necessary to take a juvenile into custody and detain the juvenile, the juvenile will be taken to the Bannock County Juvenile Detention Center (BCJDC).

The detention official will be advised of the circumstances surrounding the juvenile's custody.

The detention official will be the final authority on whether the juvenile is placed into detention and held until a detention hearing, or placed in foster care.

A juvenile will not be placed in Bannock County Jail except by court order.

Juveniles not accepted into custody by the Bannock County Juvenile Detention Center shall normally be released back to that juvenile's parent or guardian.

Questions regarding the detention of juveniles will be referred to the Department's juvenile section supervisor.

8.1.4 Jailing of a Juvenile

A juvenile who is taken into custody for a serious felony shall be transported to the Bannock County Juvenile Detention Center. After consulting with the detention officials, and the on-call Bannock County prosecutor, the officer may be required to pursue a complaint and warrant for the purpose of housing the juvenile in the Bannock County Jail and prosecuting the juvenile as an adult. The officer shall provide the jail with a copy of the signed complaint and warrant at the time the juvenile is brought to the jail.

8.1.5 Definitions

Juvenile: A person subject to the jurisdiction of the juvenile court because he/she is under the age of 18 or has been adjudicated delinquent or incorrigible prior to his/her 18th birthday.

Delinquent: A juvenile who is adjudicated to have committed a delinquent act. Delinquent includes an act by a child, which if committed by an adult would be a public offense, or any act that would constitute a public offense which could only be committed by a child or minor. This includes violation of any law of this state, or of another state, if the act occurred in that state; or of the United States; or any ordinance of a city, county, or political subdivision of this state defining crime; or the failure to obey any lawful order of the juvenile court.

Incorrigible: Means a child adjudicated as one who refuses to obey the reasonable and proper order or directions of his parent, guardian, or custodian, and who is beyond the control of such person, or any child who is habitually truant from school, or who is a runaway from his home or parent, guardian, or custodian, or who habitually so deports himself as to injure or endanger the morals or health of himself or others.
Petition: A charging document filed in juvenile court by the county attorney alleging that a juvenile is delinquent, incorrigible, or dependent.

Referral: A request by the police, parents, or other agency that the juvenile court and/or county attorney take appropriate action concerning a juvenile alleged to have committed a delinquent or incorrigible act.

Status: Is an act committed by a juvenile, which if committed by an adult would not be a crime (i.e. truancy, running away from parent/guardian, beyond control of parent/guardian or curfew violations. See Idaho Code 20-516).

8.1.6 Liaison

Selected members of the Department will meet with members of the PPD juvenile system periodically to identify juvenile offenders and groups that have a significant impact on the University community.

Specified personnel will coordinate activities on the campus with other law enforcement and criminal justice agencies to identify juvenile offenders, and to work with juvenile authorities in cases of mutual concern.

8.1.7 Procedure and Program Review

Periodically the Director shall review the juvenile policy and program practices of the Department. As part of this review, other members of the juvenile system are encouraged to provide input and suggestions into the development of the Department's juvenile policies. Review of policy and procedure concerning juveniles will include input from the Bannock County Juvenile Detention Center.

Any juvenile enforcement program developed by the Department shall be reviewed annually, in January, by the Director. The evaluation will consider the qualitative and quantitative elements of each program. This review will aid in the evaluation of the program’s effectiveness.

8.1.8 Juvenile Operations

Juvenile law allows officers to use discretion in handling juvenile matters. Officers will use the least coercive of alternatives when dealing with juveniles. Other law enforcement agencies and the Bannock County Juvenile Detention Center can provide officers with information to assist the officer in his/her investigation.

8.1.9 Authority to Arrest

A peace officer shall arrest a juvenile, pursuant to the laws of arrest, and take that juvenile into custody, with or without a warrant, when there are reasonable grounds to believe that the child has committed a delinquent act, which if committed by an adult would be a felony or breach of peace, AND the child has been apprehended in commission of the act or during fresh pursuit.
8.1.10 Decision to Arrest

Idaho Criminal Code 20-516: The decision of a Public Safety officer whether to detain a child until the child can be delivered forthwith into the custody of a peace officer, must be considered when determining the gravity of the offense, the age of the offender, past criminal record, victims input as to disposition and the circumstances in the disposition chosen for apprehended juveniles.

The juvenile code of the State of Idaho vests the authority for primary disposition of an arrested delinquent child to the delegated authority of the law enforcement agency that makes the arrest.

A child who has been arrested pursuant to this section's mandatory arrest provision may be released as per Idaho Juvenile Code.

8.1.11 Immediate Incarceration in Bannock County Juvenile Detention Center

Incarceration into BCJDC will be processed by the local police department.

Incarceration may be utilized when the release from official custody would, in the opinion of the officers, further jeopardize the welfare of the juvenile or the community. Any delay between arrest and delivery to authorities at the juvenile detention facility must be authorized.

Incarceration may also be utilized when a responsible adult cannot be found or refuses to take custody of the juvenile following an offense.

8.1.12 Necessary Paperwork

Necessary paperwork may be completed by the Public Safety officer as to the incident and circumstances that lead to the detainment of the child until the local police assumed control of the child.

Officers are further required to submit a copy of the actual case report to the local police.

During regular working hours, the Director shall be responsible for ensuring the case report has been submitted. In all other cases, the on-duty patrol supervisor will ensure reports have been submitted.

The arresting officer will make a reasonable attempt(s) to contact the parent/guardian or custodian of a juvenile that has been cited and released for a violation and make them aware of the offense.

When an officer determines it necessary to warn a juvenile, a copy of the written warning will be sent by mail to the parents or guardian.
8.1.13 Traffic Related Offenses

Juvenile violators may be issued a summons and complaint in the same manner as an adult.

Juveniles under the age of 14 may be detained until local police arrive and take into custody the youth.

8.1.14 Status Offenses

Juveniles may be taken into custody for status offenses. Officers will contact parents or legal guardians of the juvenile while in custody. Officers will release juveniles to their respective parent(s) or guardian(s), after they have signed the Promise to Appear Form, if the officer elects to charge the juvenile with the status offense. If no charges are pressed, the officer will document the incident in a case report, including the date and time the juvenile was released to his/her parents/guardians.

If a parent or guardian cannot be contacted or refuses to take custody of the juvenile, the local police department will be contacted, and the juvenile will be released into their custody.

If it is in the best interest of the juvenile, officers may release the juvenile to the Department of Health and Welfare instead of the parent or guardian.

8.1.15 Truancy

Officers suspecting truancy will:

• Identify the juvenile and determine what school he/she attends.
• Request that Communications contact the school to verify affiliation, and then transport the juvenile to the school’s registrar’s office if the absence is not excused.

8.1.16 Constitutional Considerations

The Department is committed to adhere to the provisions of the general statutes of Idaho, decisions of the Appellate Courts, and the Constitutions of the United States and the State of Idaho when conducting criminal investigations. While specific requirements of the law must be adhered to, it is the policy of this Department that suspects will be treated in a fair and just manner, without regard to personal consideration or bias.

The guidelines in this general order are not a comprehensive review of all legal considerations, but are areas that often attract close judicial scrutiny.
8.1.17 Legal Requirements During Criminal Investigations

Coercion or Involuntary Nature of Confessions and Admission:

- The use of coercion, threat, promises to illicit confession, or admission from suspects in criminal cases may render the admission or confession inadmissible and are not permitted.

- Excessively prolonged interrogations without breaks for personal needs of suspect (i.e., food, rest, and use of toilet facilities) will not be permitted.

- Deception, trickery, and misstatements relative to elements of the crime or punishment should be avoided.

- Interrogation techniques must reflect consideration of the subject's age, mental capacity, drug or alcohol impairment, and health.

8.1.18 Deprivation of Counsel

A suspect's request to consult with counsel and counsel's request to consult with suspect will be honored.

If a request for counsel during the course of the detainment (until local police arrive) is asked for prior to the local police arriving, this will be immediately reported to the arriving police officer.

8.1.19 Admonition of Rights - Interviews

A juvenile has the same Constitutional rights to counsel and privilege against self - incrimination as an adult. Officers will advise juvenile offenders of their Constitutional rights in accordance with the rules of Miranda.

"A person less than 14 years old at the time of the conduct charged is not criminally responsible in the absence of clear proof that at the time of committing the conduct charged the person knew it was wrong."

To determine if a juvenile under the age of 14 was aware of his/her conduct, officers will have to ask the following questions after advising the juvenile of his/her Miranda rights:

A. Do you know the difference between right and wrong? Have the juvenile explain the difference between the two.

B. Do you know what you did was wrong?

The juvenile court requires clear proof that a juvenile knowingly made and intelligently waived all of his/her Miranda rights prior to being questioned or making a statement which can be used in a court.
A. If a juvenile needs clarification as to his/her rights, the officer shall document the clarification in the basic case/addendum report.

B. The juvenile will be asked prior to the start of any questioning if he/she wants his/her parent, guardian, or custodian present during the interview.

The officer shall document the juvenile's responses in the basic case or supplemental report as to the juvenile's understanding and comprehension of the Miranda warning.

8.1.20 Miranda Warning

Prior to custodial interrogation, Miranda warnings must be given. The rights are:

A. You have the right to remain silent.

B. Anything you say can and will be used against you in a court of law.

C. You have the right to the presence of an attorney to assist you prior to questioning and to be with you during questioning, if you so desire.

D. If you cannot afford an attorney, you have the right to have an attorney appointed for you prior to questioning.

E. (When advising juveniles and their parents, guardian, or attorney) there is the possibility that the juvenile court will waive its jurisdiction over you and you will be tried as an adult.

F. Do you understand these rights?

G. Now having been advised of these rights and understanding these rights will you answer my questions?

Interviews shall be reasonable in length, taking into consideration the juvenile’s age, emotional and psychological state. An interview longer than two hours will require the presence of the juvenile’s parents or supervisory approval.

An interview with a juvenile will not be conducted with more than two police officers present, unless approved by a supervisor.

If the officer believes that the juvenile is incapable of intelligently waiving his/her Miranda rights, due to age or mental capacity, the juvenile will not be questioned.

Regarding serious offenses committed by a juvenile, who could result in the case being remanded to adult court, the juvenile and his/her parents, guardian, or custodian shall be advised of the remand possibility.
8.1.21 Parental Notification

Any time a juvenile is detained, juvenile's parents, guardian, or custodian must be notified. Notification including name, date, time, and method of contact shall be documented in the case/addendum report.

If it is impossible to contact the parent/guardian, this shall be documented in the case/addendum report.

If no one is home, a note shall be left at the residence advising the parent/guardian to contact local police.

If the juvenile's parents/guardians live outside the radius of the University, the officer may ask Communications to request via teletype, to the agency of jurisdiction that they attempt to contact the parents/guardian. Confirmation of the contact shall be requested. This information shall be included in the case/addendum report.

8.1.22 Juvenile Transport

Juveniles in custody will be transported in accordance with the prisoner transport policy. Under no circumstance will juvenile and adult offenders be transported together.

8.1.23 Sick or Injured Juveniles

If medical attention is necessary for a juvenile, proper medical treatment shall be promptly provided.

If the juvenile is required to go to a hospital, local hospitals will be used. If a juvenile is unconscious or unresponsive the juvenile shall be taken to the nearest hospital by ambulance for treatment according to procedure (Section III 1.1.6).

If a juvenile in custody needs medical attention at a hospital, the local police will be immediately notified.

8.1.24 Child Protective Services

The Department of Health and Welfare is empowered by law, as well as are peace officers, to take into temporary custody a child if there are reasonable grounds to believe that the child is suffering from illness or injury or is in immediate danger from his surroundings and that physical removal is necessary. (If officers take a juvenile into temporary custody, a Temporary Custody Notice must be completed). Health and Welfare shall immediately be contacted and advised of the incident.

If a Health and Welfare worker is removing a child from the custody of his parents, guardian, or custodian, officers shall cooperate with the worker as provided by law.
Additional support for juveniles is:
Child Support Services  235-2860
Child Protection  235-2800
Child Mental Health  235-2800
Day Treatment  236-6030
Health & Welfare  235-2811
- Self-Reliance Program
Self-Support  235-2860
Emergency  235-2525
- Family & Child Services

8.1.25  **Health and Welfare Request for ISU Public Safety Assistance**

Any request from Health and Welfare for assistance in securing a child shall be immediately transmitted to the on-duty patrol supervisor.

A case report shall be completed, and a copy of the court order, if applicable will be attached to the case report.

If force is necessary to enter a structure, a supervisor shall be contacted prior to entry unless the child's life is in immediate danger.

All facts and circumstances shall be fully documented in a case report.

8.1.26  **Mandatory Reporting**

Employees having knowledge of injury, sexual molestation, death, abuse, or physical neglect which appear to have been inflicted upon such minor by other than accidental means or which is not explained by the available medical history as being accidental in nature shall immediately inform a police officer of the proper jurisdiction.

Any such report made to a Public Safety officer shall be immediately documented on a case report.

8.1.27  **Photographs - Injuries**

Photographs of injuries will be taken by the local police department in those cases where photographic evidence would indicate a possible violation of the law.

8.1.28  **Records Involving Juveniles**

The Records Division shall be responsible for the integrity of all official juvenile records. Case reports and supplements involving juveniles shall be maintained in the Records Division.
Cases involving juveniles only shall be maintained in a red file folder.

Cases involving both juveniles and adults are maintained in a blue file folder.

Juvenile records, after the subject turns 18, are to be purged immediately (except for traffic arrests, tobacco, alcohol, drugs, firearms or when subject is charged as an adult).

**8.1.29  Photographs - Records**

Photographs and negatives of juvenile incidents will be filed with other photographic evidence.

**8.1.30  Fingerprints - Records**

Fingerprints of juveniles will be the responsibility of the local police.
Civil Disturbance Plan

8.2.1 Introduction

This plan is designed to serve as a guide for response and operations during a civil disturbance. The police department has the primary responsibility for preserving and restoring the peace, protection of life and property during a civil disturbance. At the same time, the right to assemble peacefully and exercise freedom of speech must be respected.

Should such a gathering become a disturbance or manifest violence, officers must respond with professional demeanor as an organized and disciplined unit to restore the peace, prevent crime, arrest violators, and protect the rights of the community.

8.2.2 Responding Officer's Responsibility

The first officer at the scene of the incident will assess the situation and promptly inform Communications of the status of the incident to include:

A. Location of Incident.

B. Number of people involved.

C. The need for police/fire or other emergency assistance.

D. Weapons involved.

E. Injuries.

F. Immediate needs to protect life and property.

The officer will provide first aid as appropriate, while not endangering his/her life.
8.2.3 Field Command Post

In the event of civil disturbance the command post may be utilized as a central point for operations. The Director will give the order for the field command post to be activated and where it will be located.

In the event the field command post is not utilized, a building or structure that can facilitate the needs of a command post may be used at the discretion of the Director.

The command post will be staffed by a dispatcher, the on-scene commander, the Public Information Officer, and others as directed in the emergency preparedness manual.

8.2.4 Communications

All communications will be directed through dispatch until the mobile command post or an alternate command post becomes operable.

The command post shall be responsible for communications between different agencies and Department members working on the situation.

The incident commander, or supervisor in charge of the situation, will establish a primary working channel for all Department personnel involved in the incident.

8.2.5 Responsibilities - Communications

Upon receiving a report of a civil disturbance, the Communications personnel will immediately inform the on-duty supervisor. If no supervisor is on-duty, Communications shall notify the Captain or Director.

Disturbances on campus will also necessitate the notification of the Dean of Student Affairs. Communications personnel will make this notification.

Communications personnel shall gather pertinent information to relay to the officers responding to the incident.

Communications personnel shall inform the fire department, if fire or medical problems are encountered.

Communications personnel will ensure that proper documentation is maintained, including personnel assignments, and personnel notified.

Communications shall contact the appropriate facilities management personnel for facility problems.

At the request of the Director, contact will be made with the Pocatello Police Department and Kevin Johnson of Idaho State Police. Communications should insure that police department is updated concerning the incident and the need for support.
Communications will further contact Departmental personnel as directed.

8.2.6 Communications with Other Agencies

Coordination will occur between the Department and other agencies, through either the established Department frequency or via that agency’s radio frequency(s).

8.2.7 Use of Clear Speech

To facilitate effective communications between agencies, during multi-jurisdictional interaction, "clear speech" will be used by all employees and other law enforcement agency personnel working the event.

Identification of personnel will be established by the incident commander.

The Command Post will be designated as the "CP" for all operations. An additional location may be added – i.e., "Old Main Command."

8.2.8 Availability for Command

The following procedures will outline the notification, chain of command, and responsibilities of personnel involved with a civil disturbance:

A. Initial Officer

The first officer on the scene will report the general situation and maintain a communications link with the dispatcher. Information which would help the responding units protect the injured, assist with crowd and traffic control, or help in securing the scene should be provided. The Dean of Student Affairs and the building monitor (if applicable) shall be notified of the incident and requested to respond to the location to implement the student emergency plan.

- Subsequent responding officers to the disturbance will concentrate their efforts on gaining control of the scene and will request an assignment/position from the on-scene commander.

B. Shift Supervisor

The first supervisor on the scene will assume the position of the on-scene commander and take command of the Department's response until relieved by a higher-ranking officer. He/she will assess the situation, direct manpower and equipment, be the initial liaison between the Department and the Dean of Student's representative and establish a temporary command post. He/she will also contact the Director and brief him/her on the situation and make recommendations as to manpower and equipment requirements.
C. Commander

A Captain will respond to the scene if large numbers of people are expected and the potential for serious disruption is high. The Captain will assume command once he is on scene. He/she will determine whether or not on-duty personnel can adequately contain the situation. Based upon this assessment, the Captain may request additional assistance. The Captain will be responsible for briefing the Director. The Public Information Officer will be requested to respond to the scene.

D. Director

The Director may elect to respond to the scene to observe and advise. Should the disturbance require personnel and/or equipment outside the Department's capabilities, the Director has the authority to request assistance from other enforcement agencies under existing mutual aid guidelines. Only the Director or designate can, after consultation with the Dean of Student Affairs and President of the University, request police or military assistance.

8.2.9 Media Briefings

The Public Information Officer will establish a press staging area near, but not within, the field command post. He/she will be responsible for disseminating information and establishing liaison with the press. The PIO will be responsible for rumor control and will schedule regular briefings in order to provide up-to-date information to press personnel. Media information will be released in accordance with the established media relations policy.

8.2.10 General Liaison

A Lieutenant or above will normally be the liaison with other agency representatives and officials of the University.

8.2.11 Legal Considerations

If available, the Sergeant assigned to investigations will respond to the scene and be responsible for liaison with police, court, and prosecutorial personnel. Immediate legal advice may be appropriate at the command post. In such cases, the incident commander or higher authority may request the assistance from the University Attorney's Office.

8.2.12 Transportation

Transportation of personnel will be determined by the event commander.
Vehicles will be assigned to specific officers and will be deployed unless otherwise directed.

ISU Public Safety may utilize other University owned vehicles, including those from the Transportation Department. In the event that these vehicles are needed, the Director of Facilities Management will be contacted by the incident commander.

All vehicles, including marked and unmarked vehicles, will be available for deployment.

Officers leaving from Department shall convoy, and shall drive in a manner which is reasonable and prudent.

Other agency personnel will be responsible for their own transportation, unless otherwise directed by the incident commander.

Anytime a report is received of a disabled ISU vehicle, the Transportation Department is to be contacted using the call-out list at dispatch.

8.2.13 Public Facilities

In most cases a Sergeant will supervise public facility security. Officers will be assigned for scene security. These officers should pay attention to any nearby or involved public facilities in the event demonstrators attempt to damage, disturb, or take over operations in these areas.

8.2.14 Traffic Control

The Department incident commander will assist the police as requested, to establish essential traffic control in the area.

Entrance will be restricted to those who live or have legitimate business in the area or in the cases where there is an immediate threat to the safety of citizens restricted to police and emergency crews only.

Detour routes around the area will be designated and the information given to the PIO for dissemination.

Adequate access routes and parking will be provided for police and other emergency vehicles.

Traffic control may be coordinated with the police department, and traffic engineers, as well as University Parking and Transportation personnel.
8.2.15 Arrest and Confinement Procedures

Mass Arrest

In situations where it is necessary to make arrests, the local police will direct all arrest procedures. Public Safety will assist at their request. The following procedures are suggested to help our Department prepare to assist the local police.

Arrests of 16 or More

In cases involving arrests of 16 or more people, the arrestees will be handcuffed, identified, and transported to a predetermined processing area.

Arrested subjects will be identified by a number taped to their back, arm, or shirt. In the event of no shirt, the number will be placed on some part of the clothing.

This number will correspond to the officer(s) making the arrest. A designated police employee will be charged with the responsibility to record the suspect's name on an index next to the corresponding number.

8.2.16 Process of Arrest and Booking

Available personnel will be assigned to arrest and booking teams.

Arrest Teams

Prior to making any arrests, arrest teams shall be established. The teams will work in fours, two officers making the arrest, two officers ensuring the other officers' safety.

Arrest teams will proceed to the scene of the incident. A supervisor will be designated as the commander of the arrest teams.

Arrest teams will be established to make arrests. A team of two officers will be assigned to effect the arrest. The officers will make the arrest and remove the arrestee to either the awaiting vehicles or the command post.

8.2.17 Arrest Procedure

Prior to making any arrests, in situations of peaceful civil disobedience, all individuals will be given time to disperse. Those who remain after the allotted time will be arrested.
8.2.18 Responsibilities

One member from each arrest team will be responsible for ensuring the name of the arrestee is recorded. At the time a subject is placed under arrest, a number (tape arm band) will be affixed to the arrested subject by one of the arresting officers before they turn the arrested party over to the booking teams.

The arrestee’s arm band will indicate the arrest number and a listing of charges, if other than the predetermined charges.

Example:
13DC - Disorderly conduct.
AA - Aggravated assault.
Tresp2 - Criminal Trespass.
UA - Unlawful assembly.
Aslt - Assault.

The officer making the arrest will also notify Communications of the name of the prisoner in custody. This will permit Communications to maintain a chronological order of persons arrested.

Example:
834, 10-15 last name Jones.

The officer making the arrest will be responsible for completing an addendum report concerning the arrest.

After delivering the prisoner to the booking team, the officers will return to the scene of the arrests and continue until all arrests have been made.

8.2.19 Booking Officers

The booking team(s) will report to the designated command post or booking area to receive those persons arrested. A supervisor will be designated as the commander of the booking team(s).

A team of booking officers (minimum of two) will assist the arrest teams by completing the necessary citation/arrest reports.

Booking team officers shall complete all necessary arrest forms and citations, and secure personal property as appropriate.
8.2.20 Cite and Release

The booking team will advise the arrested persons about field release procedures, if the charges are solely misdemeanor in nature.

After securing the proper identification and signature, the prisoners will be field released, and advised about criminal trespassing laws.

Booking teams are responsible for all paperwork related to the arrest such as citation, arrest reports, and interims, if applicable.

8.2.21 Photographs and Fingerprints

Booking officers will be assigned to retrieve each arrestee (one at a time) and complete the booking process.

Booking officers will insure that at least one photograph of the arrested party has been taken, and identified by the number corresponding to the arrest prior to being released.

Booking officers will insure that at least one set of fingerprints for each prisoner have been rolled prior to being released.

At least one Public Safety officer will be assigned to maintain security of vehicles used in transportation of prisoners.

8.2.22 Booking Sequence

Wants and warrants checks shall be completed on all arrestees.

A. Ascertain whether the arrestee has valid identification on his/her person.

B. Determine any arrestee who may have a medical problem and process first, if possible.

C. Ascertain if all those having identification will sign a citation (where no felony charges have been added). Process these arrestees.

D. If the arrestee has no identification or refuses to cooperate, the arrestee will be processed and transported to the Bannock County Sheriff’s Department.

E. If the arrestee has a valid identification, but has been charged with a felony, they will be processed last.

F. The commander of the booking team will ascertain the approximate number of arrestees and contact the county jail to advise of the potential influx of arrestees and estimated time of arrival.
8.2.23 Notification of County Jail

When it is anticipated that multiple arrests, ten or more, are to be booked into the county jail, the on-duty supervisor will ensure that the county jail has been notified in advance of the prisoners arriving.

8.2.24 Misdemeanor Charges

Those arrested for misdemeanor charges will be cited and field released provided they provide positive identification, and a current instate address. The arrested party shall sign the citation prior to being released. If the arrestee fails to sign the promise to appear he/she shall be transported to the county jail for processing.

1. Process of Arrestee - Misdemeanor Cite and Release

2. One (more officers if necessary) brings an arrestee to the booking area.

3. Obtain identification and ascertain if the identification is valid.

4. Complete a Citation Form (will be made available to employees) for each criminal charge. Fingerprint and photograph each arrestee prior to release. Have the arrestee sign each citation and release. Warn about criminal trespass laws.

8.2.25 Felony Charges

Those arrested for felony charges will be transported to the county jail for processing.

Process of Arrestee - Refusal to sign, felonies, etc.

A. Complete a Suspect Resistance Form (See Section I 8.2.27) on each arrestee to be transported to Pre-Trial Service. Fingerprint and photograph arrestees for refusing to sign or for persons to be booked on misdemeanor charges.

B. Complete a Suspect Resistance Form, and an Interim Complaint for felony charges. Fingerprint and photograph.

C. The Records Clerk may be a part of the booking team and will process and collate each booking packet as it is completed. The booking commander will review each packet for errors/completeness and approve the appropriate paperwork.

D. All arrestees being booked because of refusal to sign or for no identification will be transported to the county jail.

E. All arrestees who are being booked for felony charges will be transported to the county jail.
8.2.26 Felony and Misdemeanor Charges - Same Individual

Any person arrested for both felony and misdemeanor charges shall be booked into the county jail on all charges. Citations for misdemeanor offenses shall be completed and the pink copy(s) forwarded with the Arrest Information Report to the jail. "In Custody" shall be printed in the area where the defendant would normally sign. The pink copy of the citation shall be left with the prisoner's paperwork at the jail.
ISU PUBLIC SAFETY
SUSPECT RESISTANCE FORM

DATE __________
TIME __________

LOCATION
OFFICER

INCIDENT #__________ CASE #__________ NCIC CODE(S) ________________

OFFICERS INVOLVED
Name

SUSPECT INFORMATION
Name
Address
SSN
DOB
Location
Charges

WEATHER CONDITIONS
Clear __ Rain __ Snow __ Dry __ Slippery

LIGHTING CONDITIONS
Daytime __ Nighttime __ Street Light __ Other

INITIAL CONTACT
Felony __ Misd. __ Civil __ Traffic __ Other
Violent Crime __ Non-violent Crime

KNOWLEDGE OF SUSPECT
Known Resistor __ History of Assault on Officers __ Known to Carry Weapons
Martial Arts Background __ Other

SUSPECT'S ACTIONS
Verbal __ Pushing/Pulling __ Biting __ Hands __ Feet
Fists __ Elbows __ Club __ Knife __ Gun __ Knees __ Other

OFFICER'S RESPONSE
Verbalization __ Hands-on Escort __ Control Hands __ Takedowns
Personal Weapons __ Hands __ Feet
Intermediate Weapons __ O.C.Spray __ Flashlight __ Other
INJURIES

SUSPECT
Injury
Complaint
Place of Treatment
Method of Transportation
Property Damage

OFFICER
Injury
Complaint
Place of Treatment
Method of Transportation
Property Damage

OFFICER
Injury
Complaint
Place of Treatment
Method of Transportation
Property Damage

OFFICER
Injury
Complaint
Place of Treatment
Method of Transportation
Property Damage

DEPARTMENTAL PROPERTY DAMAGE

__________________________________________
Reporting Officer Signature

______________________________
Date
8.2.28 Notification of County Attorney

When it appears that mass arrests are imminent, the County Attorney’s Office will be contacted, and a representative of that office will be asked to respond to assist with legal advice for law enforcement officials. If the arrests do not occur during normal working hours, the on-call county attorney will be contacted and advised of the situation.

8.2.29 Defense Counsel Visitation

The event commander will decide when an arrestee may communicate with his/her lawyer. Traditionally, defense counsel will not be present during initial booking; however this is at the discretion of the event commander. All officers shall be responsible for ensuring the prisoner’s constitutional rights are not violated.

8.2.30 Food, Water, and Sanitation

Food will not be provided to the prisoner(s) except in cases of transportation exceeding four hours.

Officers will make water available for prisoners, if processing is completed outside. Officers may escort prisoners to a drinking fountain within the police department, or another building, when booking is completed in these facilities.

Restroom facilities will be made available to prisoners. Officers shall not unnecessarily endanger themselves in permitting prisoners to use the facilities. Officers will accompany the prisoner to the restroom and then back to the booking area.

8.2.31 Notification of Other Agencies

The Department of Public Safety may be contacted and be asked to provide prisoner transportation and to assist with personnel.

8.2.32 Videotaping of Arrests

When possible, all arrests in mass arrest situations will be videotaped. The videotape operator will be responsible for videotaping any warnings prior to arrest, the scene prior to arrest, and each individual arrest.

The video operator will video as each person is approached, handcuffed, and arrested. When possible, the video will include the prisoner being taken to the arrest vehicle or command post.

No arrestee will be posed, at the time of arrest, solely for the purpose of an arrest video.
8.2.33 **Use of Restraints**

Officers may use handcuffs or "flex-cuffs" to secure arrested subjects. Arrestees that are violent may be secured by the use of hobbles or flex-cuffs.

8.2.34 **Medical Treatment**

Any prisoner taken into custody who claims to be sick or injured will be evaluated by paramedics or other medical personnel as appropriate. If, in their opinion, the prisoner should be transported to a medical facility, an officer will be designated to travel with the prisoner.

For a misdemeanor offense, the officer will attempt to cite and field release the prisoner either before transportation to the medical facility, or as soon as practical after the prisoner has been transported.

Prisoners arrested on felony charges shall have an officer with them at all times, until they can be booked into the county jail.

8.2.35 **Media Inquiries**

The Public Information Officer will be present at all mass arrest situations. The PIO will be responsible for all media inquiries.

No prisoner will be permitted to communicate with a member of the media during processing.

8.2.36 **Mass Arrest Kit Checklist**

A mass arrest kit will contain the following items:

A. Blank (red) fingerprint cards
B. Two ink pads for fingerprinting
C. Hand cleaner
D. Paper towels
E. Name boards
F. 35 mm camera and color film
G. Arrest Information Reports
H. Juvenile Referral Reports

I. Blank citations

J. Flex-cuffs

K. Bolt cutters

L. Diagonal pliers

M. Evidence kit

N. 2 rolls of 2" wide masking tape

O. Permanent markers (2)

8.2.37 Equipment

The incident commander or his/her designate may be assigned responsibility for the procurement and control of any necessary supplies or equipment. This person would also be responsible for any transportation needs. If required, provisions for food, water, and secured rest and sanitation stations will also be provided.

8.2.38 De-Escalation

The incident commander will insure an orderly de-escalation of presence at the scene. Periodic assessments will be made by command personnel in order to determine the normalcy of the situation. De-escalation can be based on reduced crowd size or the automatic return to normal routine once the disturbance concludes. The incident commander will scale back numbers of personnel from the "center" of the disturbance out to perimeter security by releasing equipment and personnel to go out of service. Proper documentation of assignments will be maintained throughout the de-escalation process.

8.2.39 Post Occurrence Duties

There will be a continuous evaluation of the area after the de-escalation and release of personnel and equipment.

This responsibility will be with either a shift Sergeant or other designated officer. Throughout the shift they will evaluate the area, being attentive to the re-gathering of people and the security of public facilities identified at risk. Any concerns will be immediately forwarded to the Incident Commander.

In addition supervisors will insure that all equipment is accounted for and returned to the proper area.
In addition supervisors will submit the following records to the Incident Commander:

A. A list of personnel assigned to their control.
B. Dates and times personnel worked and appropriate overtime sheets.
C. Any industrial forms and descriptions of injuries.
D. Information on damaged or lost equipment.

The Incident Commander is responsible for forwarding this information to the Director via memorandum.

The Incident Commander is responsible for the completion of the After Action Report that will include significant events, personnel assigned, hours worked, equipment utilized, any actions taken to include arrests summaries of types and numbers, criticism and recommendations for future events, and any other information deemed pertinent to improve or document the incident.

The Director may also contribute to this report and will forward a complete report as deemed appropriate by the Director.

8.2.40 Juvenile Offenders

Those participating in the disturbance identified as juveniles will be processed in the event of arrest under current policy governing juveniles.

8.2.41 Evidence Collection

Evidence collection shall be assigned by the Incident Commander and will be collected in accordance with the established evidence collection policies.

8.2.42 Rumor Control

In large scale operations, misinformation is generated by persons who do not have complete knowledge of the situation, or who want to discredit or exaggerate the facts. Rumor control will be handled by the Director or his designee.

Any employee with knowledge of rumors should immediately bring that information to the attention of the highest ranking supervisor at the scene.

All media requests will be directed to the Public Information Officer.

No employee shall contribute to rumors. Employees may clarify rumors, if the true facts are known and may be disclosed. Violations may result in disciplinary action.
Release of Information

8.3.1 FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) limits information that a person can receive from an educational institution regarding an enrolled student. This General Order will clarify information that can legally be received from this Department or any other law enforcement agency (See also: Records Division/General Records Management, Chapter II, and Section 9.1).

8.3.2 Freedom of Information

Information that is not considered "directory information" may only be obtained from the Dean of Student Affairs - for a student - in the event of a death, or the potential of a death. The Dean of Students may be contacted, and informed of the incident. Ultimately the release of non-directory information is at the discretion of the Dean of Student Affairs Office.

Information concerning employees of the University is also restricted. The Human Resources Director may be contacted and informed of the incident. The release of non-directory information is at the discretion of the Human Resources Director.

8.3.3 Official Information

Personnel taking classes at the University or elsewhere shall not use, without approval, information contained in official files of the Department for the purpose of making reports, written or oral, or for use in any other academic project without the prior approval of the Director.

No member of the Department may respond to any requests for information regarding crime trends, statistics, or any other type of information contained in the official files of Department unless a request is of an official nature for the use of University officials. All requests for information by students, staff, faculty, or other persons not officials of the University, shall be directed to the Director or his designee.
The Department publishes an annual report, as well as all the current crime statistics as reported to Department via the Uniform Crime Report or the Consolidated Monthly Report. This report may be quoted.

Any crime statistics published by the Department are considered public information and may be distributed at any time. Informational sheets are available through the Sergeant assigned to crime prevention.

### 8.3.4 Exceptions When Not to Disclose Information

A. When anyone's safety could be jeopardized.

B. When the integrity of an investigation and/or subsequent prosecution could be jeopardized.

C. When a confidential source would be revealed.

D. When limited internal personnel matters are involved.

E. When release of such information jeopardizes the privacy rights of sex crime victims, juveniles, or persons who are mentally ill.

### 8.3.5 Release of Reports

In conjunction with legal counsel for the University the following policy is established to identify the requirements for release of investigative files and incident reports of the Department of Public Safety and to establish policy and procedure for the release of this information.

ISU Public Safety will refer all requests for reports that are currently being investigated by any law enforcement agency to that investigating agency prior to our release of our related reports.

Designated Department personnel may release copies of reports to any individual who requests a report, after a Written Request to Examine Records Form is completed (See Section II 9.1.26). A supervisor may directly release the case under the following conditions:

1. The case is a misdemeanor offense with an arrest.

2. The case is non-criminal in nature.

3. The case does not involve any physical violence.

4. The investigation is closed or suspended with no further leads.

5. The case is an Incident Report.

6. The case is a Field Interviews.
7. The case is a Written Warnings.

The Department will defer the release of reports to the University Attorney's office under the following conditions:

1. The case is being investigated by another agency (the involved agency will be notified of the request before the release of any information.

2. The case involves a crime of violence.

3. The case is currently under investigation.

4. The case is currently under investigation by a law enforcement agency.

5. The case involves a felony arrest.

6. The case involves narcotics or dangerous drugs in excess of three pounds.

7. The case involves the misuse of public funds or fraud against the University.

8. The case has unique interest to the University.

In such cases as described above, a Request for Public Inspection of Public Documents must be completed by the person making the request, and the request as well as the report will be reviewed by the Director of Public Safety and then forwarded to the University Attorney's Office when necessary. The University Attorney shall review the case and make a determination as to the release of the report. The report will be released by the Director following review and authorization.

Reports of accidents, thefts and burglaries will be routinely copied and sent to insurance companies upon their request.

**Release of Incident and Investigatory Records**

It is the policy of ISU Public Safety to comply with Idaho Code Section 9-338 (Public Records - Right to Examine), and the ISU Policies and Procedures (part 5, Section II, Page s 5.2.3 to 5.2.4, Public Access to Records Policy), by promptly making available for public access and copying, at all reasonable times, information controlled by the Department, unless the information is exempted from disclosure by law.

The Idaho Public Records Law, Idaho Code Section 9-337 through 9-350, hereinafter "The Act," requires that all records maintained by public agencies be open to the public for inspection and copying at all reasonable times, unless the information is specifically exempted from disclosure by law.

**Requirements**

a) **Section 9-335 exempts certain investigatory records from disclosure if the record would:**
1. Interfere with enforcement proceedings, i.e., an ongoing investigation;

2. Deprive a person of a fair trial;

3. Be an unwarranted invasion of privacy;

4. Disclose the identity of a confidential source and confidential information furnished by that source;

5. Disclose investigative techniques or procedures;

6. Endanger Department personnel;

7. Public records exempted by federal law or regulation;

8. Information obtained on a person’s fitness to be granted or to retain a license, certificate, permit, privilege, commission, or position;

9. Records from other agencies provided to our Department for investigative purposes, such as FBI, state rap sheets, and records of any inquiries into that record are considered intelligence information and not accessible to private individuals.

b) Records of a person maintained pursuant to Chapter 18, Title 16, Idaho Code (Youth Rehabilitation Act)

1. A parent or guardian of a minor child who is under the age of 18 at the time of the request to review the contents of the child’s record may do so according to the above guidelines concerning ongoing investigations.

2. Victims of misconduct shall have access to the name of the child, the names of the parents and the address and phone number of the parents and child.

3. Members of the Department shall make every effort to follow the Idaho Public Records Law and University policy.

4. Additional exemptions are listed in the ISU Policies and Procedures, Part 5, Section II, Page s 5.2.3 to 5.2.4 and the Idaho Code 9-340 Sections A-H.

**Procedure/Responsibilities**

a. **Release of Information to Local Law Enforcement Agencies**

If information is released, prepare a Written Request to Examine Records Form (See Section II 9.1.26) with only the name of record, name of officer, and date; or obtain the waiver signed by the subject of the inquiry.

No limit on type of information or form in which it is given.
Original documents shall not be removed from department records unless absolutely necessary. If an original document is removed, a face sheet copy shall be made and a note written on the copy indicating who has the original.

b. **Release of Information to OPM, FBI or other Federal Agencies**

No limits on the type of information or form in which it is given.

**Mail or fax inquiries** - An original letter or fax attached to copy of reply letter (if made) and placed in the individual's record or attached to the record in the case of single arrests.

**Phone inquiries** - Information shall not be given over the phone unless the person requesting the information is known and there exists some certainty that he/she is the person calling. A written request form shall be prepared by the clerk and placed in the individual's folder, attached to the record in the case of single arrests, or attached to the appropriate record.

**Inquiries made in person** - The federal agency investigator will be required to show identification to dispatch, provide a Release of Information form signed by the subject of the inquiry and prepare a Written Request to examine records form with the name of the subject of the inquiry. If no Release of Information form signed by the subject of inquiry can be provided, then Dispatch will contact the Director or his designee for permission to complete the inquiry. Dispatch will look up the person of interest in Spillman for any related ISU incidents (i.e., suspect in a HPV violation, drug offense, etc.). If the person of interest has no record, we will let the federal investigator know. If dispatch discovers the person of interest was involved in an incident, they will ask the investigator for a copy of the waiver signed by the person of interest. Dispatch will make a copy of the waiver and then obtain authority to release the information from Steve or Linda. DO NOT give the investigator the report without authority to release from Steve or Linda.

Once permission to release the information has been obtained, dispatch will make a copy of the report for the investigator. Dispatch will place a copy of the waiver and the written request in the individual's folder, attached to the record in the case of single arrests, or attached to the appropriate record. At the completion of this process Dispatch will give the federal investigator his/her name, title (Dispatcher) and Public Safety’s address (921 S. 8th Ave., Stop 8140, Pocatello, Idaho 83209).

After any agency request, dispatch will then create a “Miscellaneous Involvement” Report in Spillman to record information on who made the inquiry and whether or not any information was found or copies released.

c. **Release of Information to Private Individuals**

A Written Request to Examine Records Form (See Ch. II, 9.1.26) will be provided for all information requests (except accident reports) made in person.

The form will be placed in the folder of the individual whose record is requested, attached to the record to the case of single arrests, or attached to the appropriate record.
Mail inquiries - the letter requesting the information shall be placed in the individual's jacket, attached to the record in the case of single arrests, or attached to the appropriate record.

Phone inquiries - information not subject to exception from disclosure may be given or the person requesting the information may be requested to appear in person depending upon the volume of the request. If the information is given over the phone, a written request form shall be prepared by the clerk and placed in the individual's folder, attached to the record in the case of single arrests, or attached to the appropriate record.

d. **Release of Information to the Media**

   Members of the Department shall facilitate the work of media reporters by furnishing them with information in accordance with proper policies and procedures. Please have a cooperative attitude and a courteous explanation. When in doubt concerning the release of information, a request for clarification can be made by:

   1. The Director of Public Safety
   2. Any Public Safety Captain
   3. The Director of University Marketing and Communications
   4. University Counsel
   5. Associate VP of Facilities Services
   6. The ISU Public Information Officer

In the event of items considered highly newsworthy, the Public Safety Director or his designee may arrange for or authorize a press conference.

No member shall release information of a statistical nature unless it has first been approved by the Director.

Members shall not use the media as a means of publicity for personal reasons while in their official capacity.

e. **Release of Information Concerning Routine Incidents**

   The responsibility for furnishing detailed information upon request to accredited members of the media concerning routine Departmental investigations and incidents shall be vested in the Director and the Captains or designated Department members. Routine releases generally contain the following:

   1. Defendant information - name, age, residence, employment, marital status, and similar identifying information.
   2. Violations - the substance or text of the charges and statutes violated.
3. **Agency** - the identity of the investigation and/or arresting agency and the duration of the investigation.

4. **Victim information** - name, age, and city of residence of the victim, unless in the opinion of the investigation member, the public interest would not be served by such disclosure at the time due to the state of the investigation, the nature of the case or other factors involving the safety or welfare of the victim. Whenever possible, the victim's wishes, or probable wishes, should also be considered prior to release of information concerning the victim.

**f. Release of Information Concerning Incidents not Routine**

The responsibility for furnishing detailed information upon request to accredited members of the media concerning incidents that are not routine shall be vested with the Director of Public Safety, the Director of University Marketing and Communications, the PIO and University Counsel.

**g. Accuracy of Information Released**

Members of the Department who furnish information to any persons concerning police related incidents shall be individually responsible for the accuracy of such information. Members shall, therefore, ascertain that all data describing the case, incident, arrest, identities of involved parties, and investigations is correct. Members shall be careful that such releases do not contain inaccuracies, errors, improper spellings, conjecture, or unauthorized speculations.

**h. Confidential Information**

No member of the Department shall communicate to any non-member (except to members of the criminal justice system on a need-to-know basis) any information of a nature that might delay an investigation, aid in the escape of a criminal, delay in the apprehension of a criminal, lead to the removal of stolen or embezzled goods or other valuables.

**i. Civil Cases against the Department or Members**

The sole authority to disclose or release information concerning civil cases involving the Department or its members (when the civil case against a member results from the members’ official actions) rests with the President or his designee.

No member shall discuss any civil case involving himself (when the civil case against the member results from the member's official actions), the Department, or the University, or otherwise disclose any information relating to any civil case without the specific permission of the University Counsel. This shall not be construed to limit attorney/client relationships between a member and his attorney.

**j. Approval to Release Information**

The release of information other than routine or written reports, except to law enforcement, must be approved by the Director, a Captain, or the Director's designee.

1. **Law Enforcement and Criminal Justice Agencies**

Law enforcement and criminal justice agencies are excluded from needing to obtain a Request for Public Inspection provided the case is related to an official law enforcement investigation.
2. **Risk Management**
   Copies of reports may be released to either State Risk Management or ISU Technical Safety upon request.

3. **VP of Student Affairs**
   Copies of reports may be released to the Dean of Student Affairs upon request, unless the release of such case would jeopardize an ongoing investigation. There is no service fee for the report.

4. **Residence Life**
   Copies of reports may be released to an administrator of residence life, for incidents occurring within the residence halls, unless such release would jeopardize an ongoing investigation. There is no service fee for the report.

### 8.3.6 Victim/Witness Reporting or Requesting Information

If a victim or witness calls and requests information about the status of a case, they should be referred to a supervisor or to the originating officer.

If the caller wishes to report additional information about a case, an officer should be dispatched to either respond to the person's location, or to take a telephone report. Communications personnel shall be responsible for insuring that the information needed for re-contact is accurate and complete.

### 8.3.7 Information Dissemination

A member will treat the official business of the Department as confidential. Information regarding official business will be disseminated only to those for whom it is intended, in accordance with established Departmental procedures. A member may remove or copy an official report from an installation only in accordance with established Departmental procedures.

A member will not divulge the identity of a person giving confidential information except as authorized by proper authority.

Any information disseminated concerning any case under investigation or concluded investigation will be coordinated through the Public Information Officer.

### News Media

#### 8.3.8 Policy

The Department is committed to an atmosphere of trust, honesty, cooperation, and mutual respect for the working needs of the news media. This policy is established to meet these goals.
A. Relationships between the news media and the Department shall be maintained in a courteous and professional manner.

B. The Department shall take all necessary steps to ensure prompt and impartial disclosure of information in all crimes or incidents of importance or interest to the media except:

1. When such disclosure would prejudice the outcome of a current investigation or court proceeding.

2. When such disclosure is prohibited by law.

3. When such disclosure would prejudice the safety, rights, or privileges of persons identified in investigations.

4. When such disclosure would be likely to cause public hysteria or panic.

8.3.9 Public Information Officer (PIO)

The University Marketing and Communications office will act as PIO for the University and the Department of Public Safety. The PIO will work in conjunction with the Director of Public Safety. The PIO will be available to members of the University and media to assist them in locating reports and answering questions.

The designated PIO will be available at the scene of unusual occurrences to act as liaison between officers at the scene and the media upon request. The PIO’s presence ensures immediate and accurate dissemination of information, which will hold confusion to a minimum and save Department and news media time.

The PIO will coordinate and assist with all Departmental news conferences.

8.3.10 Notification of PIO for Major/Serious Events

To facilitate the notification of major/serious events on campus, the PIO, or in his/her absence his/her designate, shall be notified first of any of the following situations on campus. If the PIO or his/her designate is not available, the Director will be contacted, in that order.

A. Any death.

B. Any potential death such as vehicle accidents, industrial accidents, or extreme/serious physical injuries.

C. Aggravated assaults with weapons or serious injuries.*

D. Sexual assaults or attempted sexual assaults.

E. Major fires; structural or other.*
F. Actual smoke in residence halls.

G. Assaults occurring in residence halls.
H. Bomb threats.*

I. Accidents involving Department vehicles (major damage).

J. Incidents such as major disturbances involving fraternities/sororities.

K. Severe weather damage or flooding.*

L. Incidents where there is excessive media attention.

M. Major arrests or search warrants.*

N. Kidnapping or attempted kidnaping.*

O. Suicide/attempts.*

P. Robberies.

Q. Incidents with racial overtones.

R. Gang related incidents.

S. Incidents involving firearms or other weapons.

T. Incidents involving illegal drugs and/or paraphernalia.

U. Issues involving life safety (i.e., open flames, burning candles or incense, burning cigarettes, missing persons, etc.)

The PIO should be contacted by Communications or the on-duty supervisor as soon as possible after receiving notification of one of these incidents. This timely notification will facilitate the necessary notification process.

*Designates serious events in which the University Marketing and Communications Office shall be contacted. All public information requests and concerns regarding these serious events will be handled through this Department. Contact them as soon as the situation is stable.

8.3.11 Release of Information

A. Any official news release from the Department shall be coordinated through the PIO and must be authorized by the Director of Public Safety and the Director of University Marketing and Communications.
B. Media releases which would include information on activities of other governmental agencies will not be given out without prior coordination with the concerned agency (this applies to cooperative police/public safety activities).

C. If a member of the Department is contacted by a member of the media seeking assistance in preparing a story or seeking information, the member shall determine whether the PIO is aware of the request. If not, members shall direct the media representative to the PIO.

D. If members are confronted with questions or probes of a controversial nature, a matter of Department policy, procedure, or investigation, they shall refer the matter to a supervisor or the PIO.

E. Periodically programs, projects, or general stories will develop internally which would be beneficial to the community. In these instances, employees shall request, through the chain of command to the Captain, that the PIO be contacted to make the appropriate arrangements for dissemination. The release of this information shall be accomplished in an equitable and impartial manner.

F. Questions from members of the news media relating to matters of Department policy, internal matters, conjectures, or conclusions shall be directed to the Director.

G. Members shall not make or participate in making any statement regarding investigation or litigation of a civil action associated with personnel of the Department. A quotation from or reference to a public record may be made if there is reasonable likelihood that such dissemination will not interfere with a fair trial.

H. Witness statements are not to be released without the approval of the Director of Public Safety. All personal information on reports must be blocked out.

I. Officers are to advise individuals wanting a copy of a report that the request must be made in writing 3 days after the report is completed by the officer.

J. If an individual requests a report before it is ready for release, it will not be released until it is ready.

8.3.12 Speaking With the Media

As a citizen, members have the right, if not the duty, to speak out on matters of public concern in which a member has an interest or personal knowledge. As a member of this Department, such member shall not express opinions on behalf of the University or the Department. Members shall make it clear, and insist that the media make clear, that the member is speaking as a private citizen and not in a capacity as a University employee or as a representative of the University.

The designated spokespersons for this Department are the Director and Captain.
8.3.13 Media Releases

Media releases will be written as necessary to keep the community informed of events significant to the Department and the University.

Official media releases will be coordinated with the University Marketing and Communications Office.

Media releases will be made available to the shift commander, communications section, Director of Public Safety and the University Marketing and Communications Office.

All media releases shall include the case number, if applicable, author, date and time of incident, location of incident, and a synopsis of the incident.

The PIO will assist in the coordination of news conferences with the University Marketing and Communications Office.

8.3.14 Authority to Read Media Releases

Media releases may be read by any member of the Department. Approved media releases may be read to any person inquiring. Additional comments on the media release should be referred to the PIO.

8.3.15 Media Access

At the scene of major fires, natural disasters, or other catastrophic events, including major crime events, a perimeter will be established as soon as possible. Once a perimeter has been established, no news media or other non-essential personnel will cross any barriers without permission of the Incident Commander. All news media will be directed by members to the Incident Commander on scene or to the incident command post once established. The University President or Incident Commander will serve as primary spokesperson to the media, or delegate the function to the Public Information Officer (PIO) (See ESF 15 Public Information & External Affairs in ISU’s Emergency Response Manual). The spokesperson will work in conjunction with the Marketing and Communications Office.

Access to crime scenes or situations by the media will be controlled by the on-scene commander through the PIO. This will be accomplished only after officers have completed their portion of the investigation and the area would not be altered by the presence of media personnel. If a long-term investigation is involved, the on-scene commanding officer may give consideration to arranging a "guided tour" of the scene for media personnel.

The on-scene commander may bar from the scene of any crime or accident any media representative who is disruptive to the police purpose.

For the safety of media personnel, they shall be alerted to any potential hazards at the scene of an incident.
Members of the media shall not be permitted in unauthorized areas of the Department unless accompanied by the PIO or a designated member of the Department.

Members of a bona fide news agency may review the entire basic case daily reports, by making appropriate arrangements with the PIO. Times may be established for this review, and are subject to change as conditions warrant.

Crime scenes are under the control of the local law enforcement that will coordinate media activities with our PIO.

8.3.16 Information Withheld From the Media

Any case that is withheld from the media due to an ongoing investigation will be released as soon as the case has reached its logical conclusion.

In cases of sexual assault, ongoing investigations, investigations by another agency, or where the release of victims’ names, or witnesses could endanger an investigation or person, the names will be withheld, until such time as the case comes to closure or release is authorized by the county/city attorney or local police.

The PIO shall be made aware of all cases or information which should be screened prior to release to the media. The PIO will insure that the information withheld is in accordance with established policy.

8.3.17 Media Credentials

Once personnel of the media have been identified as bona fide representatives of a public news service, i.e., newspapers, magazine, radio, television, or wire service, Department members shall cooperate with them to the extent appropriate within the rules set forth in this chapter.

Department members may recognize the following credentials as proper news media identification:

A. Credentials issued by a recognized news gathering agency.

B. Credentials issued by a law enforcement agency.

Department members who question the validity of any press credentials shall refer the holder of those credentials to the PIO.

8.3.18 Revoking of Media Credentials

If there is a problem with a member of the media at the scene of an incident, the member of the Department having difficulty will fully document the problem in an officer’s report, forwarded through the chain of
command to the PIO. The officer’s report should include what press credentials were presented and the name of the media representative.

The PIO will then forward a copy of the officer’s report to the police agency issuing the press credentials and request that the agency review the incident for action concerning their press credentials.

If the media representative has only his/her press credentials from their respective news agency, the PIO will notify the University Marketing and Communications Director of the incident.

No member will revoke or confiscate any press credentials. Members of the media who violate the law are subject to arrest.

8.3.19  Release of Information After an Arrest

Arrest information should be released by the local police. Following an arrest the following information may be disclosed:

A. The defendant's name, age, and residence.
B. Substance or text of the charge as contained in the complaint.
C. Circumstances surrounding the arrest, including time and place of the arrest, resistance, pursuit, possession or use of weapons, injuries, and a general description of the item seized.
D. Identity of the complainant when appropriate.
E. Care should be exercised by all members of the Department so that information divulged is neither detrimental to the investigation nor prejudicial to a subsequent prosecution.

8.3.20  Items of Evidentiary Nature Shall not be Disclosed Prior to Trial

A. Statements or opinions regarding the arrestee's guilt or innocence.
B. Precise descriptions of items seized or discovered during an investigation.
C. Statements regarding the character, reputation, credibility, anticipated testimony, or prior criminal background of the accused or potential witnesses.
D. Admissions, confessions, or the contents of a statement attributed to an accused person.
E. The results of certain tests or the refusal of the accused to take certain tests.
F. The possibility of a guilty plea to the offense charged or to a lesser offense.
G. Opinions concerning evidence or argument in a case, whether or not it is anticipated that this evidence or argument will be used at trial.

8.3.21 Photographs

Officers of this Department shall neither encourage nor prevent the photographing of arrestees or defendants in public places; however, in no case will "posing" the individual be permitted. Officers shall not allow prisoners in custody to be interviewed by media representatives nor shall officers of this Department be interviewed with a prisoner or defendant present.

Photographs of wanted persons may be issued for the purpose of requesting public assistance in apprehension of the suspect. These photographs shall be released only after gaining permission of the local police, Director of Public Safety, or the University Marketing and Communications Office.

When Departmental photographs are released, or other agency photographs are released, identifying numbers and other data shall be removed prior to release.

Photographs of arrested subjects may be released after receiving permission from the local police, or the Director of Public Safety. Any photographs released by this agency shall have all numbers and other data removed prior to being released.

8.3.22 Release of Information on Minors

A minor who is a University student may have his/her name released to the media with a warning that the subject is a juvenile.

The name of any minor arrested may be released to the media if the local police have authorized the release and with approval of the Director. Additionally, a warning should be given that the subject is a juvenile.

8.3.23 Open Records Law

For information concerning open records, see Release of Information, Chapter I, Section 8.3.11, of this manual.

8.3.24 Review of Reports by Media

The PIO is available during normal working hours for review of incidents by representatives of the media. Specific times may be established by the Department for review of cases on a daily bases.
8.3.25 Media Involvement in Policy Change

The Department will review annually the General Order on Media Relations. A media representative from the following media shall be asked to sit in review: television, radio, written media, University Public Relations Office, and a Public Information Officer. Suggestions in policy changes shall be presented to the Director for General Order modification.

8.3.26 Sex Offender Registration

The Sex Offender Registration Information is a publication by Department of Law Enforcement, Bureau of Criminal Identification. The Idaho State Police notify Public Safety each time a registered sex offender enrolls as a student or is employed by ISU. Public Safety is also notified when the person is no longer enrolled or employed at ISU. Public Safety distributes these names to the Dean of Students and to Human Resources.

As a requirement of the Clery Act, the Campus Sex Crimes Prevention Act and the Idaho Sexual Offender Registration and Notification and Community Right to Know Act, Public Safety keeps updated current notifications for any person who requests to view them. They are posted in the Public Safety office with a warning to the viewer.

WARNING: MUST READ!

This information is made available for the purpose of protecting the public. It is not to be used for the purpose of harassing or intimidating anyone. A person who uses registry information to commit a criminal act against another person is subject to arrest and prosecution under Idaho Code Section 18-8326.

In addition, please consider the following limitations when using information from the Idaho Sex Offender Registry.

The registry does not contain information on all sex offenders. The information is limited by the effective date of the registry (July 1, 1993) and to those offenders who have been convicted of a crime specified in the registry lay. The registry does not contain information on those individual whose illegal behaviors have not come to the attention of the authorities.

The Department of Law Enforcement attempts to assure that the register is accurate and current. Although the registry database is updated on a regular basis, the information can change quickly. Therefore, you are cautioned that the information provided is date sensitive and only reflects that which has been received and subsequently automated by the department.

If you have questions about the registry and the information provided, you may call the Department of Law Enforcement, Bureau of Criminal Identification at (208) 884-7305.

Secondary dissemination of registry information requires the inclusion of the above warning and cautionary statements.
Upon written request, using the Public Safety form, Public Safety will make photocopies of the notifications received from the Idaho State Police.

The photocopy will include Idaho Code Section 18-8326.

The person requesting the photocopies will sign for them when they are picked up and a fee of ten cents per Page will be charged.

A copy of the IC warning must be given with any copies made.

Idaho Code Section 18-8326 is as follows:

**Penalties for vigilantism or other misuse of information obtained under this chapter**: Any person who uses information obtained pursuant to this chapter to commit a crime or to cause physical harm to any person or damage to property shall be guilty of a misdemeanor and, in addition to any other punishment, be subject to imprisonment in the county jail for a period not to exceed one (1) year, or by a fine not to exceed one thousand dollars ($1,000) or both.

### 8.3.27 Timely Warning Policy

The timely warning procedure is to assure the timely dissemination of criminal information reported to Public Safety regarding activities that may represent a threat or may be harmful and unsafe for the university community, and to aid in the prevention of similar threats or occurrence of crimes.

Timely warnings will include crimes that occur:

**On Campus**

“Any building or property owned or controlled by the university within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and

Any building or property that is within or reasonably contiguous to the area identified in paragraph (1) of this definition; that is owned by the institution but controlled by another person, is frequently used by students, and supports university purposes such as food or other retail vendors.”

**Non-Campus Building or Property**

“Any building or property owned or controlled by a student organization that is officially recognized by this institution; or any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, if frequently used by students, and is not within the same reasonable contiguous geographic area of the institution.”

**Public Property**

“All public property, including thoroughfares, streets, sidewalks and parking facilities, that are within the campus or immediately adjacent to and accessible from the campus.”

It should be noted that not all crimes are reported to Public Safety. In some instances the report is made to the local police department in which case there may be a period of time before Public Safety becomes aware of the report. Every effort will be made to coordinate with the local police for timely warnings.
Crimes that fall under the Timely Warning Procedure are as follows, but are not limited to:

- Homicide
- Sex Offenses
- Robbery
- Aggravated Assault
- Burglary
- Motor Vehicle Theft
- Arson
- Negligent Manslaughter
- Hate Crimes

The Public Safety Director or his designee will be notified as soon as possible for concurrence when a timely warning is thought to be in order. The type of media to be used for dissemination and wording of the warning must be approved in advance by the Director or his designee.

Types of dissemination are as follows:
- E-Mail
- Phone Mail
- Public Safety Web Site
- Campus Watch Newsletter
- Campus Radio Station
- Public Notices Distributed by Hand or Posted in Affected Areas of Campus

**Procedure**
- The dispatcher will receive the report of criminal activity and dispatch the officer (reports may be received by other office personnel or personally by the officers).
- The officer will report any incidents to the Shift Supervisor that meet the timely warning criteria.
- The Shift Supervisor will review the incidents on a shift to determine if they meet the criteria for a timely warning and will contact the Director or his designee for concurrence.
- The Director will approve the type of media and the wording for the warning.
- The officers and/or office staff on duty will carry out the timely warning in the manner in which the Director or his designee has established.
- Timely warnings for incidents that occur in on-campus student residences will be coordinated with Housing.
 Legal Process

8.4.1 Purpose

It is the policy of the Department of Public Safety to assist, if requested by the local police, in the issuance of warrants. This includes misdemeanor or felony warrants. A Department report can be completed if incidents during the issuance of the warrant justify the report. The local police have the responsibility to maintain the records of warrants. All required warrant information is the responsibility of the local police.

Public Safety officers are authorized to make a citizen’s arrest only when it becomes necessary (See Arrest Procedure Chapter III 3, Section 1.2).

8.4.2 Search Warrants

A search warrant is an order issued by the court authorizing a law enforcement officer to execute a search of property or person as described within the warrant. ISU Public Safety officers will assist local law enforcement officer in searches as requested. All evidence and custody requirements are the responsibility of the local police. Prior to the execution of the warrant, the Department Director will be made aware of the warrant and the plan to execute the warrant. In situations where the warrant is served outside ISU jurisdiction, permission to assist must be given by the Director of Public Safety.

Any Public Safety officer seizing any item for evidentiary purposes will complete an evidence/property tag, and/or evidence receipt. All procedures will be followed as described in procedures (evidence procedure).

8.4.3 Seizure of Real or Personal Property

Only certified police officers shall seize any personal or real property in connection with a judicial order.

Department officers and civilian employees may assist in the removal and securing of property after the police officers have ensured safety and control of the scene.
Special care shall be taken when seizing computers or hard/software possibly used in crimes. Critical data can be lost when electronic devices are accessed or unplugged. A properly trained computer expert, such as an employee from the Computer Center, or other qualified person shall be consulted prior to opening files or attempting to download or view any data.

8.4.4 Search Warrants - Return and Inventory

The return and inventory or the property evidence report may be used to record these items. A copy of the return and inventory shall be left at the scene of the warrant's execution or with a responsible person present at the scene.

Documentation in a report will include where each piece of property was obtained, when and by whom.

8.4.5 Accounting of Seized Property

All property seized as a result of a search warrant, court order, or other method shall be accounted for by the local enforcement department.

Property seized from a search warrant shall be accounted for and described, whenever possible by:

A. Type of item - make and model

B. Serial number

C. Color

D. Condition

E. Description

Proper documentation as to property seized from individuals or locations shall be contained in the basic case or supplemental reports.

8.4.6 Civil Process

The Department of Public Safety does not execute any civil process.
Search Warrants–Bodily Fluids

8.5.1 Policy

Incidents involving the need to obtain bodily fluids will be referred to the local police. Exceptions involve employee testing for cause as applied to DOT regulation.

The University has implemented an Employee Alcohol and Controlled Substance Testing Program. This is specific for the transportation department at this time. The Director of Public Safety may as circumstances suggest, implement this testing program for the Department of Public Safety. Examples when this could be implemented are pre-employment, post-accident, reasonable suspicion, and return-to-duty testing. The Director is responsible for determining when testing will be implemented and for whom.

8.5.2 Conditions Permitting Obtaining a Warrant

A. Investigation of a felony DUI.

B. Investigation of any DUI where serious injuries or death are present.

C. Investigation of any DUI related child endangerment.

D. Investigation of any felony crime where bodily fluid(s) are evidence in the crime being investigated.

8.5.3 Normally Followed Procedure by Law Enforcement

Once the criteria for obtaining a telephonic or regular search warrant has been satisfied, and the subject still refuses to provide the bodily fluid, after being served with the valid warrant, the officer will so document the refusal in the appropriate report.

No officer will require any medical facility to draw any bodily fluid against the will of the subject or the medical facility's individual policy.
During investigations involving serious injuries or death, exceptions may be made by the medical facility after the officer has briefed hospital personnel of the situation.

No officer shall make any threat of arrest to hospital or medical personnel in the event of refusal by the medical personnel to draw the bodily fluid following established facility policy.

If the officer encounters difficulty with the hospital staff, the on-duty supervisor shall be immediately made aware of the situation. The supervisor is responsible for evaluating the circumstances and resolving the difficulties in person. If the supervisor believes, following discussion with medical personnel, that additional discussion is necessary, the respective division Lieutenant shall be contacted and briefed by the on-duty supervisor.

Failure to comply with established policy may result in disciplinary action.
Searches/Seizures Without a Warrant

8.6.1 Purpose

This general order establishes guidelines for conducting warrantless searches and seizure, and disposition of any crime-related evidence or contraband that may be seized by Public Safety officers during such searches, upon and within University property, to include buildings or containers.

8.6.2 Investigative Detention (Stop and Frisk)

When a Public Safety officer stops or detains a person for questioning it constitutes a seizure of the person under the Fourth Amendment because it is depriving the person freedom of movement.

8.6.3 Stopping

The minimum legal justification for a police officer to stop an individual for questioning is reasonable suspicion that the individual stopped may be either contemplating criminal activity or involved in criminal activity.

The officer may base his/her reasonable suspicious on first-hand perceptions with logical inferences, or from hearsay information (i.e., confidential informant or bulletins) that can be corroborated.

The officer may use whatever force is reasonably necessary to affect the detention of a person based on reasonable suspicion. Physical restraint and handcuffing are degrees of force that do not necessarily constitute arrest if they are reasonable under the circumstances.

The officer can detain an individual for a reasonable period of time only, depending upon the nature of suspected activity and whether the actions of the suspect or the officer contribute to a delay in detention. Officer actions contributing to a delay in detention must always be reasonable in order to be lawful.

Removal of a suspect to another location for questioning without the suspect’s consent may be tantamount to an arrest without probable cause. Lacking probable cause for making an arrest the officer should resolve the problem where the detention is made, or ask for consent if the officer finds it necessary to remove the suspect to another location for questioning.
8.6.4 **Frisking (Terry Frisk)**

When a Public Safety officer conducts a frisk of a detained person, this constitutes a search under the Fourth Amendment. **The right to stop someone is not the right to frisk.**

The minimum legal justification for a police officer to frisk an individual he/she has legally detained is reasonable suspicion that the individual is armed with a weapon and poses a danger to the detaining officer. Currently, officers are also legally allowed to seize nonthreatening contraband detected through the sense of touch during a protected pat down of a person of the sort permitted by Terry, as long as the search stays within the parameters set by the Terry frisk.

The police officer can pat down and feel the outer clothing and the inside clothing if the officer feels objects that could be weapons. The law makes no distinction in how you frisk a male as opposed to a female once you are justified in conducting a frisk. The officer may also extend the Terry frisk to the passenger compartment of an automobile if the officer suspects the driver or occupants may be armed.

During such investigative detention, if the officer fails to develop probable cause to conclude that a crime was in fact being committed, the officer must release the detainee. All this must be accomplished within a reasonable period of time without the officer needlessly contributing to a delay.

8.6.5 **Prisoners—Searches and Handcuffing**

A. A Public Safety officer shall use extreme care in the preliminary search of a prisoner taken into custody. A prisoner detained shall be searched by the arresting officer before being placed into a police vehicle.

B. Officers receiving custody of a prisoner from another officer shall search the prisoner before placing the prisoner in a police vehicle.

C. The police vehicle shall be searched after each time a prisoner has been transported and at the beginning and end of each patrol shift.

D. Prisoners detained shall be searched by an officer of the same sex whenever possible. When this requirement cannot be met, the prisoner will be searched in the presence of one other officer and treated professionally, courteously, and with dignity.

E. Prisoners found to have illegal drugs, weapons, or other contraband in possession during a lawful search shall be charged with the appropriate offense.

F. Public Safety officers are required to handcuff any prisoner detained who exhibits an inclination for violence.

G. Prisoners detained for minor misdemeanor offenses are to be handcuffed only if they are to be transported or if in the judgment of the arresting officer, there is the potential for violence.
H. Prisoners shall be handcuffed with hands behind their back and palms facing out except when physically impossible due to injury or deformity. When transporting more than one prisoner, each is to be handcuffed with arms intertwining.

I. Officers shall use care when handcuffing a prisoner so as to reduce the potential for injury to the prisoner.

J. All prisoners shall be transported in a secure patrol unit when possible. Two officers shall be used to transport a violent/combative prisoner.

K. Two officers should transport a prisoner of the opposite sex, whenever possible. Officers will always call in the beginning and the ending mileage when a prisoner of the opposite sex is being transported.

8.6.6 Search of Persons

Highly intrusive searches of a person, such as body cavity searches, surgical removal of evidence, or searches to get evidence from a person not under arrest will require a search warrant or court order.

8.6.7 Search of Persons–Consent

A Public Safety officer can do a consent search of a person when that person voluntarily waives his/her Fourth Amendment rights and consents to being searched. The person granting consent to search must have lawful authority or control to consent. One person cannot give an officer permission to search another person.

The scope of the search will be determined by the suspect's degree of lawful control and willingness to allow the search. The suspect may consent to a search of his person, but set limits or withdraw the consent during the search.

8.6.8 Incident to Arrest (Person)

The only requirement for searching a person incident to arrest is a lawful, custodial arrest. Incident to a lawful custodial arrest, the police officer can search the person (to include a strip search), and the area within the immediate control of the person arrested. As a rule, locked areas are not accessible in a search incident to arrest.

A strip search is considered an administrative routine when the person is to enter a prison population. If the officer does not intend to lock up the arrestee but will field release instead, a strip search is justified only when the officer can articulate a suspicion that the arrestee has a concealed weapon or contraband.
8.6.9  **Exigent Circumstance (Person)**

An officer can search the person of an individual when he/she has a reasonable suspicion that the individual may be armed (Terry frisk).

An officer may also conduct a search of a person in order to preserve evidence of a crime provided the officer has probable cause to believe that evidence is present on the person, and probable cause to believe there is a danger the evidence will be destroyed.

The scope of the search (and seizure) will be the degree necessary to eliminate or remove the emergency (exigency).

8.6.10  **Inventory**

An officer may conduct an inventory of a person's property if the officer has lawful custody of the personal property, and there exists a standardized procedure in the Department for conducting inventories.

The officer can look into any area or property where valuables or dangerous items could reasonably be located, to include locked or sealed containers.

The inventory is an administrative care taking function to preclude accusations of theft by individuals in police custody, make police personnel accountable for personal property under their control, and to prevent inadvertent storage of dangerous materials or items in property rooms.

8.6.11  **Search of Premises**

The United States Supreme Court attaches a great deal of importance to the warrant requirement when it comes to a search of premises used as a residence. Public Safety officers should search premises under authority of a valid warrant whenever practicable. The following will provide officers guidance in conducting searches and seizures in premises without a warrant:

8.6.12  **Exigent Circumstances (Premises)**

Officers may enter a residence to render aid, preserve life, or prevent the destruction of evidence of a crime. The scope of the search is dictated by what is necessary to neutralize the emergency.

8.6.13  **Plain View**

The officer must be in a place where he/she has a legal right to be and from that vantage point can see evidence of a crime or contraband which can be seized.
The officer must possess probable cause to believe that the items he/she is viewing are evidence of a crime or is contraband. Therefore, the U.S. Supreme Court only requires that the officers be lawfully present and be able to articulate that what they see and can seize is probably evidence of a crime or contraband.

8.6.14 Search of Home—Consent

The consent to search a house must be voluntary but, unlike Miranda, the U.S. Supreme Court has repeatedly said that the officer does not have to advise the person whose consent is requested of his/her Fourth Amendment rights. The court has said that the request conveys its own message and individuals know they have a choice.

Individuals must have legal control of the area the officer requests to search for the consent to be valid. Ownership is different from legal control in many cases. The University may own residence halls on campus but, the students leasing the residences have the legal control to consent to a search of their premises.

If there is more than one person exercising legal control and they grant conflicting consent, officers will excess in favor of the person asserting his/her rights.

The scope of the search will be dictated by the degree of legal control of the premises the consenting party possesses, and the scope will also be determined by the terms or conditions of the consent.

8.6.15 Searches of Housing - For Life Safety

In the event an officer has a reasonable suspicion to believe there may be burning or smoldering material in a campus apartment or personal room, or personal storage area (i.e., smoking, burning incense, burning candles or other material), the officer should first knock on the door and attempt to make contact with the resident(s). The officer should advise the resident of the concern for life safety and try to obtain a consent to look in the room. If the resident(s) refuse, the officer should remind them that the officer believes they are in violation of University and Housing policies and that they signed a housing agreement allowing such searches (See ISU Policies and Procedures Part 6, Section VII(A)(4)(L) and Resident Housing Standards Part C on burning of candles and incense; see Resident Housing Standards Part R(II)(E) and Residence Housing & Dining License Agreement Part III, Paragraph E regarding Access To Rooms).

If the resident does not consent to the search or does not answer the door, the officer must contact the Director of Public Safety, explain the circumstances and request permission to search. If the Public Safety Director is not available the officer will contact the Associate VP of Facilities Services or the Dean of Student Affairs for permission to search.

The officer must notify Housing and, if possible, have them present. The officer should photograph the room prior to the search and after the search. The search should not got beyond what is in plain view unless there is reason to believe the burning or smoldering material is hidden someplace other than plain view.
8.6.16 Search of Vehicles—Consent

The consent must be voluntary and granted by someone who has legal control of the vehicle. This is different from consent given for search of premises. The individual in legal control of a vehicle is usually the driver, who may or may not be the owner.

If the driver is not the owner but the owner is a passenger in the car, the driver can give consent for the officer to search the car only if the owner does not object.

If the owner, who is a passenger in the car, objects to a search of his/her vehicle, the driver cannot overrule the owner's assertion of his/her rights.

8.6.17 Incident to Arrest (Vehicle)

In order for the officer to search a person's vehicle incident to arrest, the arrest must be a lawful custodial arrest.

Idaho State Code permits citizens to arrest. It has been the practice of this Department to detain for local police and allow them to arrest, cite, or instruct our officer to make a citizen’s arrest.

A search incident to arrest is justified by a lawful custodial arrest, and therefore requires no further justification; the purpose of the search is to secure weapons or destructible evidence and is not dependent on the probability that such items are present.

The scope of the search may encompass the person arrested and the area within the arrestee's immediate control. In other words, the area from which the arrestee could gain access to weapons or evidence. When the arrestee is the occupant of an automobile, the area within immediate control is construed to mean the entire passenger compartment and any open or closed containers found therein. The area searched must be contemporaneous in time and place with the arrest in order to be valid.

8.6.18 Mobile Vehicle Exception

The "Vehicle Exception" is the one exception to the search warrant requirement that is peculiar to motor vehicles. The first legal requirement for a vehicle exception search is that the searching officer possesses probable cause to believe that the vehicle contains evidence of a crime or contraband and that the vehicle possesses apparent mobility.

The vehicle exception is unique among the rules of search and seizure because of its limited application to vehicles and their contents. It is the one area of Fourth Amendment case law where the U.S. Supreme Court permits officers to conduct a warrantless search of a vehicle and its containers based solely upon the existence of probable cause to believe that evidence or contraband is present.

The scope of the search is the same as it would be if a magistrate's warrant had been acquired - that is to say, anywhere within the vehicle where the evidence or contraband sought could reasonably be found. If the
probable cause is specifically limited to a container inside the vehicle, the scope of the warrantless search is limited to that container.

If, however, the probable cause applies to the vehicle generally, the scope of the warrantless search includes all places within the vehicle - including containers - where the item sought could reasonably be. Probable cause, then, not only determines when the Vehicle Exception is triggered, it also dictates the scope of the search.

Vehicle searches as a result of criminal activity must be authorized and coordinated with the local police.

8.6.19 Federal Authorization

The Public Safety Officer will perform searches as required by Federal provisions.
8.7.1 Campus Security Report

Campus crime statistics are maintained by ISU Public safety and are available upon request, or can be obtained on the internet at the Public Safety website located at www.isu.edu/pubsafe. The campus crime statistics will be submitted annually to the Secretary of Education by the deadline in October.

The Jeanne Clery Annual Security and Fire Safety Report is published annually to the Public Safety website at www.isu.edu/pubsafe/security/Jeanne_Clery_Annual_Security_and_Fire_Safety_Report.pdf. Students, Faculty and Staff are notified by e-mail of the web location for the pamphlet and that the pamphlet is available upon request.

A Daily Incident Log is created electronically and in hard copy for the Pocatello, Idaho Falls, & Meridian campuses. The Daily Incident Log contains any crime or incident that was reported to ISU Public Safety, and occurred on campus, on a non-campus building or property, or public property that is within ISU jurisdiction. The log contains, at a minimum, the nature, date, time and general location of each crime, and the disposition of the complaint, if known.

Daily Incident Logs are posted within two business days, unless disclosure is prohibited by law or would jeopardize the confidentiality of a victim. The Campus incident logs are available on the Public Safety website and at the Public Safety Offices at the Pocatello, Idaho Falls, and Meridian campuses.

The University, in compliance with the Jeanne Clery Act (See 20USC 1902f), is responsible for compiling and publishing crime statistics within the three most recent calendar years for the following crimes and arrests:

A. Criminal Homicide
   1. murder and non-negligent manslaughter
   2. negligent manslaughter

B. Sex Offenses
   1) forcible sex offenses
   2) non-forcible sex offenses

C. Robbery
D. Aggravated Assault
E. Burglary
F. Motor Vehicle Theft
G. Arson
H. Domestic Violence
I. Dating Violence
J. Stalking
K. Liquor Law Violations
   1) Arrests
   2) Referrals - Persons not included in the statistics for H(1), but who were referred for campus
disciplinary action
L. Drug Abuse Violations
   (i) Arrests
   (ii) Referrals - Persons not included in the statistics for I(1), but who were referred for campus
disciplinary action
M. Illegal Weapons Possessions
   1) Arrests
   2) Referrals - Persons not included in the statistics for J(1), but who were referred for campus
disciplinary action.

Hate Crimes (to include a report, by category of prejudice, of any of the above occurrences of criminal
homicide, sex offenses, robbery, aggravated assault, and any other crimes involving bodily injury reported to
local police agencies or to a campus security authority, that manifest evidence that the victim was
intentionally selected because of the victim’s actual or perceived race, gender, religion, sexual orientation,
etnicity or disability).

**Exceptions - When Not to Disclose Information**

- When anyone’s safety could be jeopardized.

- When the integrity of an investigation and/or subsequent prosecution could be jeopardized.

- When a confidential source would be revealed.

- When release of such information jeopardizes the privacy rights of sex crime victims, juveniles, or
  persons who are mentally ill.
• When release of such information would cause a suspect to flee or evade detection.
• When release of such information could result in the destruction of evidence.

8.7.2 Crime Reporting Policy

It is the policy of Idaho State University that all criminal activity is to be reported to ISU Public Safety and that students, faculty, and staff should cooperate fully in any investigation of criminal conduct. Students may also report incidents of criminal offenses to the Vice President for Student Affairs Office. Faculty and staff may also report incidents of criminal offenses to the Human Resources Office.

Any criminal activity in which ISU students have engaged in, at off-campus locations of student organizations officially recognized by the institution, to include student organizations with off-campus housing facilities (i.e., clubs, fraternities, sororities, etc.), shall be monitored and recorded through local police agencies, as well as ISU Public Safety.

Annual letters are sent to campus pastoral and professional counselors to notify them of University services and to ask them to encourage any crime victims they are counseling to report the incident to the police, Public Safety, or through our anonymous or voluntary confidential reporting system.

Voluntary Confidential Reporting
Students may make voluntary confidential reports to the Vice President for Student Affairs office, the Housing director, Athletic Director, and the Office of Equal Opportunity, Affirmative Action & Diversity. The aforementioned offices are contacted annually by Public Safety and are required to provide statistical information for reporting purposes only.

Anonymous Reporting
A Silent Witness form found on the Public Safety web site may be used to make anonymous reports. When the form is transmitted the person making the report is not identifiable to the recipient who is a Public Safety official. All information received is kept strictly confidential. Reportable offenses are recorded in the statistics portion of the pamphlet.

How To Report A Crime (or any suspicious circumstance)
Students, faculty, and staff are encouraged to report any suspicious activity to ISU Public Safety and to report any criminal activity immediately to the police department in their location.

Emergency "Blue Light" telephones have been placed at various locations at the Pocatello, Idaho Falls and Meridian campuses and are designated on the campus parking maps. These phones are directly connected with the Pocatello Police, Idaho Falls Police or Meridian Police. When the button is pushed, the call is automatically registered on an annunciator panel and police officers are dispatched immediately.

Public Safety Crime Prevention information and pamphlets are distributed via presentations, orientations, and e-mail and in various locations around campus. These pamphlets describe how to report criminal activity.
Sexual Violence and Harassment Reporting Choices at ISU

Students, faculty and staff may use any or all options below for reporting sexual violence and harassment incidents.

- Call Family Services Alliance at 232-0742 and ask to speak with an advocate.
- Call ISU Public Safety at 282-2515 or the Pocatello Police at 234-6100. This can be an information report only or the prosecutor will review the case and charges could be filed or prosecution denied.
- Report to the Vice President for Student Affairs, Hypostyle Room 284, 282-2794. The Student Affairs Office will take university disciplinary action where appropriate. The victim and accused may be referred to University Counseling.

Report to the Office of Equal Opportunity, Affirmative Action, and Diversity - Rendezvous, Room 157, 282-3964. Case may be solved informally or with a formal investigation with sanctions, if appropriate.

8.7.3 Timely Warning Policy

The crime prevention unit will be responsible for informing the community of particular areas that have become specifically targeted for criminal activity. This may include the posting of warning notices, a meeting of area residents/employees, or increased law enforcement and Department presence through patrols.

The timely warning procedure is to assure the timely dissemination of criminal information reported to Public Safety regarding activities that may represent a threat or may be harmful and unsafe for the university community, and to aid in the prevention of similar threats or occurrence of crimes.

The Public Safety Director or a designee will develop the timely warning notices for the University Community. These notices are approved by ISU administration, and then distributed to the ISU community by the Department of Public Safety. Electronic media, such as mass e-mail, is used to disseminate information to students, faculty and staff. Public Safety’s web page is used and notices may also be distributed by hand and posted in areas of campus when warranted. This includes door to door notification in the residence halls if needed.

Timely warnings will include crimes that occur:

On Campus -
“Any building or property owned or controlled by the university within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and
Any building or property that is within or reasonably contiguous to the area identified in paragraph (1) of this definition; that is owned by the institution but controlled by another person, is frequently used by students, and supports university purposes such as food or other retail vendors.

**Non-Campus Building or Property** -
“Any building or property owned or controlled by a student organization that is officially recognized by this institution; or

Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, if frequently used by students, and is not within the same reasonable contiguous geographic area of the institution.”

**Public Property** -
“All public property, including thoroughfares, streets, sidewalks and parking facilities, that are within the campus or immediately adjacent to and accessible from the campus.”

It should be noted that not all crimes are reported to Public Safety. In some instances the report is made to the local police department in which case there may be a period of time before Public Safety becomes aware of the report. Every effort will be made to coordinate with the local police for timely warnings.

Crimes that fall under the Timely Warning Procedure are as follows, but are not limited to:
Criminal Homicide
Arson
Sex Offenses
Hate Crimes
Robbery
Aggravated Assault
Burglary
Motor Vehicle Theft

The Public Safety Director or his designee will be notified as soon as possible for concurrence when a timely warning is thought to be in order. The type of media to be used for dissemination and wording of the warning must be approved in advance by the Director or his designee.

Types of dissemination are as follows:

E-Mail
Phone Mail
Public Safety Web Site
Campus Watch Newsletter
Campus Radio Station
Public Notices Distributed by Hand or Posted in Affected Areas of Campus
Procedure

The dispatcher will receive the report of criminal activity and dispatch the officer (reports may be received by other office personnel or personally by the officers).

The officer will report any incidents to the Shift Supervisor that meet the timely warning criteria. The Shift Supervisor will review the incidents on a shift to determine if they meet the criteria for a timely warning and will contact the Director or his designee for concurrence.

The Director will approve the type of media and the wording for the warning.

The officers and/or office staff on duty will carry out the timely warning in the manner in which the Director or his designee has established.

8.7.4 Security and Access To Campus and Campus Facilities

Access to the ISU campus is not controlled. ISU Public Safety officers will be on duty and available 24 hours a day, 7 days a week. Even though officers are not sworn peace officers, they are responsible for enforcement of university rules and regulations, as mandated by the State Board of Education. ISU Public Safety Officers are authorized to make citizen’s arrests when necessary and detain suspicious subjects for questioning by the police.

Public Safety officers will work closely with the city police and other law enforcement agencies to assist in safeguarding the campus community, including its facilities located outside of Pocatello (i.e., Idaho Falls, Boise, etc.). County and state law enforcement may periodically patrol the public streets on campus.

The Pocatello Police Department and ISU Public Safety share patrol responsibilities on University property. PPD has law enforcement responsibilities. ISU Public Safety will assist PPD at their request and direction.

All Pocatello campus facilities are patrolled by ISU Public Safety and the facilities are locked between 10:00 p.m. and 7:00 a.m. on weekdays. Most buildings are locked 24 hours a day through the weekend.

Care should be taken at all times to insure that unauthorized persons are not allowed entrance into areas which they would not normally be allowed. Officers will identify and file a report on all persons requesting access to buildings after hours.

All buildings on campus can be unlocked by a Public Safety Officer on weekends or by the department calling and filing a request for it to be unlocked and locked at certain times. Communications will post the unlock requests on the unlock request clipboard.

Card reader access is being provided to some facilities for faculty, staff and students. Card reader access to all facilities is being planned and will be implemented as funds become available.
After Hours Access

Microcomputer Learning Facility, Life Science

Officers will complete after hours checks of the Microcomputer Learning Facility at Life Sciences at least once a shift, and check the identification of all individuals in the facility.

All students must show a valid ISU ID card and an after-hours access authorization card signed by an Academic or Computer Center Administrator.

Faculty and staff need to show only their ISU ID card.

Any individual who is unable to show proper identification will be asked to leave the facility and a Public Safety report completed.

Facilities Services Compound

All after-hours access will be controlled by Public Safety.

Unless specific authorization is given to the contrary, after hours use should be limited to either the Heat Plant gate or the Humbolt Street gate.

Officers will not loan the key to anyone. People who think they need their own key should be referred to their Department Director to request the keys through the online key request program.

The Compound gates should be closed and locked preferably at 1730 hours, but no later than 1800 hours. During the summer months, when there is no Heat Plant Operator, this includes the large gate by M & O.

During the summer months all gates should be locked at 1630 hours.

If there is a request in writing, Public Safety will open the gate near Shipping and Receiving while a verified ISU employee is monitoring traffic going through it. It will not be left open.

The gate at the Heat Plant may be left open upon request without an employee to monitor traffic. Any exceptions must be personally approved by the Facility Services Director.

The two main gates should be unlocked each regular work day at 0700 hours. During the snow season, the times may be modified.

After unlocking the gates, leave them closed. Facility Services personnel will open them.

General Buildings

The following list of procedures is the policy of the ISU Department of Public Safety with regard to after hour building access.
A. The ISU Department of Public Safety will identify any person that is requesting access to a building, office, or room that is secured.

B. The ISU Department of Public Safety will allow students into secured building or classrooms for the purpose of collecting personal property (i.e., coat, purse, book, etc.)

C. The ISU Department of Public Safety will not allow students access to building for the purpose of group studies without confirmation from the Dean or Chair of the building.

D. The ISU Department of Public Safety will not allow any student access to any faculty, staff, or administrator’s office or room without confirmation from the owner of the office or room, except to collect personal property. Confirmation must be live communication and not through a letter or note.

E. The ISU Department of Public Safety will not allow students access to departmental files or tests without confirmation from the owner of the office or room where the property is located. Confirmation must be live and not through a note or letter.

F. The ISU Department of Public Safety will not open a building and allow a student to be left unattended without confirmation from the Dean or Chair of the building.

For any other situation that may arise, the Director of Public Safety should be notified for instruction on a case-by-case basis.

Residence Hall Access

The on-duty staff members are responsible for locking up their respective residence halls nightly, doing rounds throughout the facilities, and providing assistance in the absence of the floor resident assistant. Public Safety will make random patrol of all residence halls and apartment facilities.

Facility Design

The Department will work with the Facility and Design Department, Parking, Transportation, and Risk Management in the formulation of crime prevention and safety concerns for construction projects and transportation needs of the University.

8.7.5 Crime Prevention/Crime Prevention Programs

It is the goal of the University and ISU Public Safety to ensure that the campus community is conscious of their own safety. Officers should utilize reasonable means to eliminate crime opportunities by increased area checks, or reporting any problem(s) for follow-up to the Crime Prevention Unit.

Public Safety Crime Prevention information and pamphlets may be distributed via presentations, orientations and mail, and in various locations around campus, and at its branch campus and satellite offices.
ISU Public Safety officers will coordinate efforts with the Director of University Housing, the Dean of Student Affairs, the Director of Student Health, the Idaho Falls Center Director and local police Community Service Officers to initiate education programs in the areas of crime prevention and safety awareness. This will be accomplished through the following programs:

- Campus Watch
- Campus Cubs
- New Student Orientation
- First Year Seminar Presentations
- New Employee Orientation
- Students On Patrol
- R.A.D. (Rape Aggression Defense)
- Crime Prevention Surveys
- Building Surveys
- Workplace Violence Presentations
- Red Ribbon Week
- Alcohol Awareness Week
- Safety Week
- Quarterly Safety Newsletters
- Safety Tips posted to the Faculty, Staff and Student on-line Bulletin Boards on a regular basis.

Programs on the campus are intended to make the community more aware of their surroundings and the laws and regulations which affect them. Crime Prevention presentations may be scheduled through the Public Information Officer.

The Department is committed to assisting the community in feasible ways to reduce or eliminate crime opportunities or hazards. To accomplish this task an emphasis has been placed on the following areas:

- P. Sexual assault awareness
- Q. Drug and alcohol awareness
- R. Security surveys
- S. On campus living facilities - residence halls and Greek affiliation residences
- T. Personal and property safety and security

### Residence Halls

Crime prevention programs will be presented in conjunction with Safety Week, Red Ribbon Week, etc. Programming will focus on:

- A. Personal Safety:
  1. Sexual assault prevention.
  2. Personal safety.
  3. Property security.
B. Laws:

1. Alcohol/drugs.
2. Motor vehicle.
4. Others as necessary.

C. Review of "campus crime problems."

**Fraternities and Sororities**

Crime prevention programs will be given when requested by the chapters. Areas to be covered may be found in Residence Halls, section 4.1.12 above.

**Other Public Safety Programs That Promote Safety on Campus**

Safety Escorts (24/7)
Students on Patrol
Blue Light Emergency Phones
Vacation House Checks for on-campus housing
Crime Prevention Packets for victims of crime
Sex Offender Registration List
Closed-Circuit Television Cameras
Card Reader Access to buildings and residence halls
Silent Witness Program
Security/Crime Alerts
Safety/Crime Prevention Videos that can be checked out
ISU Public Safety’s Crime Prevention Website (www.isu.edu/pubsafe)

### 8.7.6 Substance Abuse Policy

The substance abuse program goals are: (1) to present factual and accurate information regarding drug and alcohol use, misuse, and abuse; (2) offer alternative behavior options; and (3) provide leadership in the dissemination of information; (4) students are required to obey the laws of the State of Idaho and the policies of the State Board of Education. The substance abuse policy is provided to all students, faculty, and staff in their respective handbooks. All members of the university community are encouraged to familiarize themselves with these policies and procedures.

Incidents of substance abuse reported to Public Safety and not prosecuted by the police are recorded officially in the Spillman Crime Reporting System, which is available to the local police at their terminals. These incidents are referred for disciplinary action to proper campus authority, i.e., Housing Staff, Judicial Staff, and the Dean of Students, and these actions are recorded as official statistics in the annual report.
Alcohol

Consumption of alcohol is prohibited in general use areas. General use areas shall include all University owned, leased or operated facilities and on campus grounds.

Entrances to the parking lot at Holt Arena will be posted with signs advising users of the parking lot that the possession and consumption of alcohol is prohibited. Tickets to the University events are also marked advising participants that alcohol is prohibited on the premises, within the Holt Arena or other areas where activities are held.

University groups and/or employees sponsoring public events and those employees responsible for the scheduling of public events on University property are responsible to make notification to those using University property and facilities that possession and consumption of alcohol is prohibited.

Persons found in violation of the University’s Alcohol Policy, and being of legal age to possess alcohol in the State of Idaho may be asked to remove the alcohol from University property or surrender all unopened containers of alcohol to Public Safety Officers.

Exceptions to the University’s Alcohol Policy are permitted. Permitted uses include within the residence hall rooms, student apartments, the President’s home, and other areas designated by the President with the approval of the State Board of Education.

Public Safety will continue to enforce the alcohol policy as they have in the past. When an officer has reasonable suspicion that a suspect vehicle is being used to violate this policy, contact with the person responsible for the vehicle will be made and the occupants will be advised of the policy. If alcohol is observed, the officer will follow the steps outlined in the following paragraph.

1. Persons found in violation of the University’s Alcohol Policy, and being of legal age to possess alcohol in the State of Idaho, will be advised of the policy and requested to dispose of the alcohol, remove it from the premises, secure it in a vehicle, relinquish it to Public Safety or leave the property.

2. Persons who refuse to comply will be requested to leave the premises. Those who refuse to leave will be advised that they will be subject to arrest.

3. If they continue to refuse, the Pocatello Police Department will be summoned and the subject will be either escorted from the property or issued a summons for trespassing and/or other violations (i.e., open container) and escorted from the property. Actions taken will be at the discretion of the officers involved, based on the circumstances that exist at the time of the incident.

4. Persons who comply with the request, but are later found in violation of the policy will be detained for the Pocatello Police, or the Pocatello Police will be notified of the violation and requested to issue a summons for trespass and/or other violations, i.e., open container, and escorted from the property.
5. Pocatello Police will be encouraged to continue to patrol ISU facilities and to enforce applicable alcohol statutes.

6. If the subject is of legal age to possess alcohol and agrees to relinquish any unopened alcohol to the Public Safety officer, they may retrieve it after the event or at a later date at the convenience of the Public Safety Department.

7. All violations involving ISU employees or students will be reported to the Dean of Students or the employee's supervisor.

8. Persons under the legal age to possess or consume alcohol may be referred to the Pocatello Police.

Housing officials specify and enforce their rules, and Public Safety will cooperate with Housing to assist them in enforcing the State Board policy and Housing policies. Housing will provide Public Safety with Housing policies governing the possession and use of alcohol.

(See Chapter III, Section 2.7 Alcohol Policies and Procedures and Chapter III, Section 2.8 Alcohol Policy Enforcement for more information).

**Illegal Drugs**

The illegal manufacture or attempted manufacture of, the possession of or distribution of any illegal drugs on University-owned or controlled property is prohibited. Illegal drugs include, but are not limited to LSD, mescaline, crack, cocaine, speed, marijuana, heroin, peyote, methamphetamine, and those controlled substances listed under Schedules I, II, and III in Title 37, Chapter 27, of the Idaho Code.

Full cooperation will be given to local law enforcement agencies towards the prosecution of any violators of this policy.

**Procedure**

The Department has developed a "zero tolerance" to drug usage and the improper use of alcohol. With this policy, officers may use discretion in the enforcement of the laws. Such discretion may be in the form of physical arrest by local law enforcement or a warning (verbal/written).

When an officer contacts a driver of a motor vehicle, where the officer believes the driver may be under the influence of alcohol/drugs, the officer should observe and evaluate the symptoms/actions of the individual. Local law enforcement should be notified when a driver is suspected of being under the influence of alcohol/drugs.

**Prevention/Education Programs**

In addition to counseling and education through assessment and treatment, various campus groups distribute information to students regarding drug and alcohol use, misuse, and abuse (refer to the ISU Policies and
Procedures and the Student Handbook). Drug and alcohol Education/Awareness programs are conducted at residence halls at least once a semester by ISU Public Safety.

8.7.7 Sex Offenses

Prevention/Education Programs

Members of the Department are encouraged to become involved in the various organizations and groups associated with the campus. With that in mind, a member of the Department will attend the monthly meetings of the Bannock County Domestic Violence/Sexual Assault Task Force, to serve as a liaison between the Department and the organization.

It is the goal of the University and ISU Public Safety to ensure that the campus community is conscious of their own safety. ISU Public Safety Officers will coordinate efforts with the Director of University Housing, the Director of Student Affairs, the Family Services Alliance, the Director of Student Health, and the Idaho Falls Center Director to initiate education programs in the areas personal safety, rape, acquaintance rape, and sexual assaults. This will be accomplished through programs such as R.A.D. (Rape Aggression Defense) Classes, Campus Watch, New Student Orientation, New Employee Orientation, participation in Domestic Violence and Sexual Assault Awareness Month activities, workshops, dorm meetings, newsletters and pamphlets that target these areas of concern.

Procedures for Reporting Sex Offenses

Sexual assault and sexual harassment are not condoned by the university and will be thoroughly investigated. Victims of such incidents are encouraged to report them immediately to Public Safety, the local police, the Dean of Students or Human Resources. Detailed policy and procedures which reflect reporting protocol, possible sanctions, administrative procedures (which includes who may attend hearings, as well as notification of hearing results to both parties), and assistance in adjusting academic, working, and living conditions where possible, are published in pamphlets available from Public Safety, the Affirmative Action Office, and the Dean of Student Affairs Office. They are also covered in the Student Handbook and Faculty & Staff Handbook.

The Public Safety Officer will complete a Danger Assessment Form (can be found on the Public Safety Z (Share) Drive. If there are 10 more “yes” answers on the assessment, they victim is to be considered in severe danger of physical harm or possible death.

Public Safety officers and the Dean of Student Affairs Office will be available to assist victims in reporting incidents to the police and in preserving evidence which must be preserved to ensure a successful prosecution and in providing counseling. The Family Services Alliance trains, directs, and coordinates an advocacy program for women and men who need assistance. Advocates are on call 24 hours a day. Advocates from the Family Services Alliance are to be contacted by Public Safety to respond to the scene of any sexual assault/harassment to assist the victim.

Crime Prevention packets are to be given to victims. The packets should contain information on reporting protocol, victim’s assistance and Crime Prevention pamphlets on: Rape to include acquaintance rape, stranger
rape, and date rape, RAD, Idaho Sexual Violence Laws, domestic violence, workplace violence, the campus violence policy, stalking, harassing/obscene calls, harassment, fire safety, residence life safety, residential safety, etc.

Additional Services

In the course of performing their duties, officers encounter victims in need of a type of help provided outside the criminal justice system or by a social service agency. This section is intended to provide officers and other employees of the Department a means of providing a list of such agencies and services.

The ISU Counseling & Testing Center, on the third floor of Graveley Hall, 282-2130, offers professional counseling for victims of crimes and/or emotional problems associated with stress of school, home, work, etc.

Additional help is available through the Student Health Center and the Employee Assistance Program. The Healthy Lifestyles Information Center is located in the SUB and provides information on health concerns. They can be reached by calling 282-3311. The Psychology Clinic offers affordable alcohol screening and counseling.

Current Community Resource Lists can be found in the various Department publications, such as The Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, Crime Prevention for People with Disabilities, Sexual Violence and the Law, the Family Services Alliance’s Pamphlet on Project Hope, and many others.

In addition to the above listed pamphlets, the Department of Health and Welfare is available to assist with Child Protective Services and Adult Protective Services.

Contact Agencies and Organizations

Health Department 233-9080
Health & Welfare 233-0590, 234-7900
Emergency 233-0590
Pocatello Police 234-6100
ISU Public Safety 282-2515
Family Services Alliance Crisis Line 251-HELP
Crime Victims Compensation Program (208) 334-6080 -Boise
(208)236-6399 - Pocatello
(208) 525-7248 - Idaho Falls

National Clearinghouse for Alcohol and Drug Info 800-SAY-NO-TO, 301-468-2600 OR 800-622-HELP

Procedures for Campus Disciplinary Action

Detailed policy and procedures which reflect possible sanctions, administrative procedures (which includes who may attend hearings, as well as notification of hearing results to both parties), and assistance adjusting academic, working and living conditions where possible, are published in pamphlets available through the
Affirmative Action Office and the Dean of Student Affairs Office. They are also covered in the Student Handbook and the ISU Policies and Procedures.

**Sex Offenders Registry**

As a requirement of the Clery Act and the Campus Sex Crimes Prevention Act and the Idaho Sexual Offender Registration Notification and Community Right to Know Act, the Idaho State Police provides the University with a sex offender registration list and routine notifications of current students or employees on the list. Public Safety will post the updates and distribute them to the Dean of Students and Human Resources. The list is located in the Public Safety Office. The list is provided by the Idaho State Police.

### 8.7.8 Records Retention

The University has a schedule for retaining records on file with the State and is consistent with all legal requirements of State and Federal law. This schedule is maintained by Records. Hard copies of reports will be destroyed by shredding or burning (See ISU Policies and Procedures Part 5, Section V).

### 8.7.9 Expunging Records - Adults and Juveniles

Upon receipt of an official court order for expunging of an official record, the Records supervisor will be responsible for ensuring the prompt expunging of the record(s) described in the court order.

Juvenile records, after the subject turns 18, are to be purged immediately (except for traffic arrests, tobacco, alcohol, drugs, firearms or when subject is charged as an adult).

### 8.7.10 Training

All officers receive training, annually or every 2 years in the following areas: Domestic Violence/Sexual Assaults, Hate Crimes, Diversity Awareness, and Customer Service/Community Interaction.
Title: ADMINISTRATION
Written Directives

Chapter: II
Section: 1.1

Approval: 
Revision No.: 02

Review Date: February 14, 2013
Issue Date: 07/96

Written Directives

1.1.1 Statement of Directives

The Department has established a formal written directive system to provide all employees with a clear understanding of the expectations and constraints relating to the performance of their duties.

This General Order shall establish the procedure for all written directives within the Department. Policies and procedures have been established for the effective operation of the Department. These policies and procedures shall supersede any previous policy concerning such matters addressed within the policies and procedures manual.

The Director is the chief executive officer of the Department. The Director has the authority to issue and modify orders at any time on behalf of the Department. The Director shall have the final approval for any General Order or Special Order issued.

The original/current Operations Manual was reviewed by ISU’s General Counsel prior to implementation. The Director of Public Safety may have the University Attorney review general orders or department policy when necessary.

All employees shall adhere to the established policies of the Department.

1.1.2 Types of Directives

ISU Public Safety shall maintain three types of directives:

General Order

A General Order shall be a policy, procedure, or rule/regulation statement issued by the Director or Captain. The General Order must be written. The General Order is valid until rescinded by a new General Order.
The General Orders of the Department will encompass the "policies and procedures" for the Department. General Orders are procedures approved by the Director or in his/her absence the Captain, concerning Departmental activities.

**Special Order**

A Special Order shall be a temporary order that shall remain in effect for no more than 90 days. Special Orders may be verbal initially, but must be written within 72 hours after being issued. Special Orders may include but are not limited to special assignment and emergency policies and procedures. All Special Orders shall be approved by the Director.

**Personnel Order**

A Personnel Order shall be a written directive for any change of assignment, whether a permanent or temporary assignment. A Personnel Order shall also be used to introduce new employees with a brief biography of the new employee. Any supervisor may author a Personnel Order.

The Personnel Order shall indicate what employee(s) is/are involved, the effective date of assignment, as well as the employee's immediate supervisor, if applicable.

**1.1.3 Authority to Issue**

The Director and/or Captain shall have the authority to issue General Orders. The order shall be written and distributed to all affected Departmental personnel.

No General or Special Order shall be issued when it is contradictory to the established rules and regulations of the University or any federal, state, or local law.

A supervisor may issue a Special Order or a Personnel Order.

**1.1.4 Modification of Orders**

The Director and/or Captain may at any time modify any written directive to include General Orders, Special Orders, and Personnel Orders. Modification to the orders must be disseminated to affected personnel within 24 hours of taking effect.

**1.1.5 Format for Written Orders**

All written orders shall be dated and initialed by the command officer issuing the specific order.
General Orders

General Orders shall be written on a "General Order" format. The first paragraph shall provide a synopsis of the Order's contents. The contents shall be broken down to major headings that shall be underlined.

General Orders shall be distributed to every employee of the Department. General Orders shall be signed for by the employee and shall be included into the employee's ISU Public Safety policy manual. By signing the control log for the General Order the employee becomes responsible for the policy established in the order.

Special Orders

Special Orders shall be written on a "Special Order" format. A chronological numbering system will be used to identify the Special Order according to year. The first paragraph shall provide a synopsis of the Order's contents and policy statement. The contents shall be broken down into major headings that shall be underlined.

The format for a Special Order is:

<table>
<thead>
<tr>
<th>Special Order</th>
<th>Effective Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-01</td>
<td>1 January 2001</td>
</tr>
</tbody>
</table>

Special Orders will be posted in the briefing room and distributed to the Director, Captain, Lieutenant, and Sergeant.

The author of the Special Order will initial or sign the end of the Special Order.

Assignment of Personnel to ISU Public Safety

Personnel Orders

Personnel Orders shall be written in memorandum form. The Personnel Order shall identify the employee involved, the assignment, the length of the assignment, and the employee's immediate supervisor. Personnel Orders may be written on Departmental letterhead paper or on a piece of white paper with the word "MEMORANDUM" prominently displayed.
An example of a memorandum form is:

<table>
<thead>
<tr>
<th>Date:</th>
<th>7 July 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>To:</td>
<td>All Departmental Personnel</td>
</tr>
<tr>
<td>From:</td>
<td>Lt. S.T. Ragland</td>
</tr>
<tr>
<td>Re:</td>
<td>Assignment of ________________</td>
</tr>
</tbody>
</table>

Personnel Orders will be posted in the briefing room, and distributed to the Director, Captains, Lieutenants and Sergeants.

1.1.6 **Maintenance of Directives**

The Special Operation Captain shall be responsible for maintaining the original General Orders.

The Captain shall also maintain an "archive" of General Orders that have been revised.

Special Orders and Personnel Orders will be maintained by the Director.

1.1.7 **Distribution of Written Directives**

General Orders--Shall be distributed to all Department personnel. All employees shall sign an acknowledgment for each General Order they are issued. The signed acknowledgments will be returned to the Associate Trainer to file a copy in each employee’s training file.

New General Orders shall be posted in the briefing room for 30 days following the date of issue.

Special Orders--Shall be distributed to the Director, Captain, Lieutenant, and Sergeants. Special Orders shall be posted in the briefing room for a period of 30 days from the date of issue.

Personnel Orders--Shall be distributed to the Director, Captain, Lieutenant, and Sergeants. Personnel Orders shall be posted in the briefing room for a period of 30 days from the date of issue.
1.1.8 Supervisor’s Responsibility

Each supervisor shall ensure the timely distribution of all written orders. Each supervisor shall maintain a list of all employees under his/her immediate supervision. The supervisor shall ensure that each employee signs and dates an acknowledgment. Once all members of the squad have signed the acknowledgment, they shall be returned to the Associate Trainer to file a copy in each member’s training file.

1.1.9 Identification of Directives

Directives shall be color coded as follows:

General Orders - shall be printed on white paper.

Special Orders - shall be printed on yellow paper.

Personnel Orders - shall be printed on white memorandums or on Department letterhead paper.

1.1.10 Updating of Policies

The Patrol Captain or assigned specialist is responsible for an annual review of the policies and procedures manual. It will be his/her responsibility to ensure that the Department remains in compliance with established and applicable standards as established by the IPOA and any federal or state standards.

It will be the responsibility of each employee to bring to the attention of their immediate supervisor any policy or procedure where there is a possibility that updating or purging of a policy is necessary. Supervisors are charged with the responsibility for periodic review of established policies and procedures. Any discrepancy shall be forwarded through the chain-of-command to the Director.

1.1.11 Revision of Policies

The Director of Public Safety is the only individual approved to make changes to the Operations Manual of the Public Safety Department. When a policy has been revised, the revision will be noted in the Title Page Box. The word "Revision" followed by the date the policy was revised will be included.

1.1.12 Maintenance of Policy Manual

All changes to the Operations Manual on the Public Safety share drive will be done by an individual assigned by the Director of Public Safety.
1.1.13  Indexing of Policies

General Orders will be included in an index for rapid access to information contained in the manual. The index will be updated annually.

1.1.14  Operations Manual

Legality of Contents

If a section, subsection, item, clause, or phrase contained in this manual is found to be illegal or otherwise incorrect or inapplicable, such a finding shall not affect the validity of the remaining portions of the manual.

Contents

This policy manual is not intended to replace the ISU Policies and Procedures or any other official University policy.

It is intended to establish Department policy in areas that are unique to our function. If a conflict exists between the manual and the ISU Policies and Procedures or the IPC, the ISU Policies and Procedures or the IPC rules will be followed. Where possible, reference to the ISU Policies and Procedures or the IPC rule will be cited.

Grammatical Content

In the context of this manual, the word "will" is considered to mean mandatory; "may" is considered to mean permissive; "should" is considered to mean advisory. The word "he" includes both genders.

Distribution

Members of the Department will be instructed in utilizing department computers where the policies and procedures are located on the Department’s share drive. Member will be notified through email when changes to the Operations Manual have occurred and will be instructed to read any changes on the Department’s share drive. A printed copy of the Operations Manual will be maintained in the Training Office for quick reference and hard copy capability when needed. Each member will sign a “policy acknowledgment form” whenever a new policy is distributed. Changes will be reviewed by the Public Safety Director as needed.

Amendments

This manual will be amended only by a General Order. General Orders will be added to the policy/procedure manual within 30 days.
1.1.15 Personal Responsibility

Compliance

Every member of the Department of Public Safety is obligated to comply with each Department rule, regulation, policy, procedure, and order. It is also the duty of each member of the Department to familiarize themselves thoroughly with this manual.

1.1.16 Discipline

Disciplinary Action

Failure to comply with any section of this manual may result in disciplinary action as provided by the rules and regulations of the Idaho Personnel Commission, as described in this manual and the ISU Policies and Procedures. Disciplinary action may include, but is not necessarily limited to:

1. A warning or verbal counseling
2. An official or written counseling
3. Suspension
4. Reduction in pay
5. Demotion
6. Dismissal

Grievance

It is the policy of this Department to resolve all internal questions, problems, and conflicts at the lowest level in the chain of command. Procedures for handling grievances are outlined in this Operations Manual and on the ISU Policies and Procedures website (Part 4, Section V (A), (E), and (F).

In addition to the information contained in the ISU Policies and Procedures the following information should be included in the grievance:

• A written statement of what is being grieved and any facts or information on which the grievance is based.
• A written statement of the wrongful act and any resulting harm.
• A written description of the remedy, adjustment or other corrective action sought by the member by the grievance process.

Grievance procedures for the department may be initiated for any of the following reasons:

• Disagreements on discipline from a superior officer
• Violation of policy that affects the officer
• Violation of any civil rights
Sexual Harassment

1.2.1 Policy

The University prohibits sexual harassment by all persons subject to its jurisdiction. The University's policy against sexual harassment is as follows:

“The sexual harassment of any student, employee or recipient of the services of Idaho State University is absolutely forbidden. It is inimical to the purpose of the University and violates states and federal laws and the rules governing policies and procedures of the Board. Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as amended.”

1.2.2 Definition

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

a. Submission to such conduct is made either explicitly a term or condition of an individual’s employment;

b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals; or

c. Such conduct has the purpose or effect of unreasonable interference with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.

d. Additionally, a person who is qualified for but denied employment benefit because of another’s submission to sexual harassment is protected by this policy.
1.2.3 **Limitations of Definition**

The above definition expressly prohibits only those whose relationships are not reciprocal. However, consensual relationships where one participant is in a position of power/authority/control over the other participant shall raise questions of professional responsibility, conflicts of interest, personal or institutional integrity, or implied coercion or harassment.

1.2.4 **Sexual Harassment Complaint Procedure**

Allegations of sexual harassment in employment must be reported and will be investigated by the Affirmative Action Office. Employees may discuss allegations with the Affirmative Action Officer or designee without fear of retaliation for allegations or other statements made in good faith.

The Public Safety Officer will complete a Danger Assessment Form (can be found on the Public Safety Z (Share) Drive. If there are 10 more “yes” answers on the assessment, they victim is to be considered in severe danger of physical harm or possible death.

**Procedure**

Supervisor, Employee, or Applicant:

- Report apparent sexual harassment to the Director immediately.
- Report apparent sexual harassment to the University Affirmative Action Office.

The EEO/Affirmative Action Grievance Committee, an appointed hearing officer by the committee or the Affirmative Action Officer:

- Investigate allegations of sexual harassment and resolve in accordance with Affirmative Action Office Guidelines.
- Advise employees of Staff Grievance Procedure if Affirmative Action Guidelines are not applicable.

Department Head:

- Cooperate with Affirmative Action Office investigation and facilitate any Affirmative Action resolution.

If a foundation for the allegation exists, disciplinary action against the offending employee will follow. The disciplinary action will be commensurate with the scope and severity of the occurrence, and may include, but is not limited to, demotion, suspension, dismissal, warnings or counseling (See Part 4, Section V (E) of the ISU Policies and Procedures). Prior to imposition of the discipline, where the reason specified is a violation of this policy, there shall be a hearing. After imposition of such discipline, where the reason specified is a violation of this policy, the disciplined employee shall be entitled to appeal the action through the grievance procedure as set forth in ISU’s Policies and Procedures.
1.2.5 Harassing Phone Calls (caller identification by Telecommunications)

In the event a student, faculty, or staff member receives harassing telephone calls from an on-campus telephone, the ISU Telecommunications Department will aid in the identification of the source of the call.

Public Safety officers will respond to all complaints of telephone harassment and report the details. The Public Safety Officer will complete a Danger Assessment Form (can be found on the Public Safety Z (Share) Drive. If there are 10 more “yes” answers on the assessment, they victim is to be considered in severe danger of physical harm or possible death.

If the call has been made on phone mail or left on an answering machine, the officer will record the call with his/her Department issued tape recorder or request the victim turn over the answering machine tape for evidence.

In a single call incident a phone trap will usually not be placed on the phone. The officer should use discretion depending on the situation and the content of the call.

To initiate caller identification the officer will advise the victim of the following:

A. The victim must be willing to sign the Caller Identification Release form (Chapter II Section 1.3.3).

B. The victim must be willing to testify in court and/or in a campus disciplinary hearing, if it is determined a crime or a violation of University rules has been committed and sufficient facts justify prosecution or disciplinary action.

C. The victim will be required to keep a log, provided by ISU, of all incoming and outgoing calls.

D. The individual can elect to have the phone number changed.

Caller Identification will not be initiated by ISU Telecommunications until instructed to do so by ISU Public Safety or other law enforcement officials and not before the Telecommunications Department has a signed release form from the victim on file. Public Safety will submit a release form signed by the victim as authorization for Caller Identification to be initiated (See Chapter II Section 1.3.3).

Caller Identification is not a wiretaps or listening device. The substance of the call cannot be ascertained. The service is placed on the requesting individual’s phone line and gives an ongoing status of phone activity. It only identifies internal campus calling numbers. Off-campus telephone harassment must be coordinated through U.S. West by Public Safety, the ISU Telecommunications Department and Pocatello Police.

The officer will photocopy the signed release form and deliver the copy to Telecommunications as soon as possible.
Harassment

1.3.1 Harassing Phone Calls

In the event a student, faculty, or staff member receives harassing telephone calls from an on-campus telephone, the ISU Telecommunications Department will aid in the identification of the source of the call.

Public Safety officers will respond to all complaints of telephone harassment and report the details. The Public Safety Officer will complete a Danger Assessment Form (can be found on the Public Safety Z (Share) Drive. If there are 10 more “yes” answers on the assessment, they victim is to be considered in severe danger of physical harm or possible death.

If the call has been made on phone mail or left on an answering machine, the officer will record the call with his/her Department issued tape recorder or request the victim turn over the answering machine tape for evidence.

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The officer will photocopy the signed release form and deliver the copy to Telecommunications as soon as possible.

The Qwest telephone company has a method to trace unwanted telephone calls. This method does not work for on campus calls. Each trace will cost $1.00. To activate a trace of an off campus call:

- A. Let the phone disconnect (make sure there is a dial tone).
- B. Dial * 57 for a touch tone phone (1157 for a cordless or rotary phone).
- C. Stay on the line until advised that the trace has occurred.
- D. Dial 1-800-446-8134. This is the Quest Annoyance Call Bureau Non-Emergency line.

*For Law Enforcement with a life threatening situation dial 1-800-215-4829. This is Quest’s Law Enforcement Emergency Line.

1.3.2 Harassing E-Mail Messages

All harassing (vulgar or threatening) messages that have been received through e-mail are to be reported to the Associated Director of Academic Computing.
1.3.3 Caller Identification Authorization Form

ISU TELECOMMUNICATIONS CALLER IDENTIFICATION AUTHORIZATION

- I request the Telecommunications Department of Idaho State University to identify incoming and outgoing telephone call activity of my University extension.

- This request is to help identify harassing, annoying or obscene calls made to my apartment/dorm room.

- This request does not constitute a contract between myself and Idaho State University, but is a request for service.

- I release Idaho State University and its agents from any damages that may occur as a result of an unsuccessful identification.

- I will keep a log of all telephone activity, both incoming and outgoing class, during the identification period.

- I understand Caller Identification is only effective on calls made within the University.

- I understand the information derived from this service will be kept on file for six months from the date of request and information will be confidential.

- I understand the function of Caller Identification lists telephone activity and is not a listening, recording or other wire-tap device.

- I understand that I personally will not have access to the information derived by this service, that is will be given to the local law enforcement agency and University officials for investigation and possible disciplinary action or criminal prosecution. I also understand that I may be called to testify as a witness and I agree to cooperate in any investigation(s) or legal or disciplinary proceedings.

Name ___________________________________________ Student ID ___________________

Campus Address ___________________________________ Campus Phone ________________

Signature ________________________________________ Date ________________________

Identification Period:

From: _____________________________       To: ________________________________

Date/Time                                                        Date/Time
1.3.4 Resources on Bullying and Harassment

All personnel can find resources on bullying and harassment at the following web-site:

Recently, the Office for Civil Rights (OCR) in the U.S. Department of Education issued the attached Dear Colleague letter concerning recipients' obligations to protect students from student-on-student harassment on the basis of sex (Title IX of the Education Amendments of 1972), race, color, and national origin (Title VI of the Civil Rights Act of 1964), and disability (Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990). The letter clarifies the relationship between bullying and discriminatory harassment, provides examples of harassment, and illustrates how a school should respond in each case. While the examples provided by OCR are taken from the K12 setting, the letter specifically states that, “the legal principles also apply to post-secondary institutions covered by the laws and regulations enforced by OCR. We encourage you to share the information in this letter widely with your staff.

The Dear Colleague letter and other relevant information are available on OCR’s website at:
http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html
Stalking

1.4.1 Policy

The University prohibits stalking. This stalking policy applies equally to all members of the ISU community: students, faculty, administrators, staff, contract employees and visitors. Actions resulting in charges of stalking under this policy may also be subject to criminal/civil sanctions independent of actions by the University.

1.4.2 Definition

Stalking is defined as any behavior or activities occurring on more than one occasion that collectively instills fear in the victim, and/or threatens his or her safety, mental or physical wellbeing. These behaviors could result in criminal charges. Such behavior includes, but is not limited to the following:

- Following or pursuing
- Threatening or obscene gestures
- Non-consensual communication, including personal contact, telephone calls, voice messages, electronic mail, written correspondence, unwanted gifts, etc.
- Non-consensual touching
- Trespassing
- Vandalism
- Surveillance or other types of observation

1.4.3 Penalties

Stalking behavior will not be tolerated. Incidents occurring on or off campus are subject to University discipline when such actions significantly affect the learning environment or operations of the University. Stalking is a crime under Idaho Law (Idaho Code 19-7905). Options available to victims of stalking include reporting to ISU Public Safety or the local police, civil proceedings, and/or using the campus judicial process. An advocate will also be called for this type of incident.
**1.4.4 Stalking Complaint Procedure and Safety Plan**

Acknowledging the stalking behavior is the first step. Developing a support system is essential for the victim, and should include trusted friends and family, plus Family Services Alliance advocates, if so desired.

Public Safety and the victim should take all threats seriously; never underestimate the stalker’s potential for violence. A Safety Plan should be encouraged and should include the following:

- The Public Safety Officer will complete a Danger Assessment Form (can be found on the Public Safety Z (Share) Drive. If there are 10 more “yes” answers on the assessment, they victim is to be considered in severe danger of physical harm or possible death.

- Pocatello Police should also be contacted. Criminal cases may result in jail and/or fines imposed.

- Encourage the victim to file a report of all incidents, each and every time they happen. This will help document what happened for possible criminal investigation. Threat assessment is essential for victim safety. Call department in locality where incident occurred - if on campus call ISU Public Safety (ext. 2515). Pocatello Police should also be contacted. Criminal cases may result in jail and/or fines imposed.

- An advocate at Family Services Alliance of Pocatello will be notified.

- Have the victim keep a Stalking Safety Log of stalking incidents and document dates, times, locations, witnesses, and what the stalker was saying, wearing, doing, and what the stalker was driving, including the vehicle license plate number. Collect all evidence such as gifts, e-mails or letters.

- Have the victim apply the Buckley Amendment to student information at registration, which will freeze all student information.

- Set up safety escorts for the victim and advise her of the location of all blue light emergency phones on campus and how they work.

- Alert all co-workers, supervisors, professors, and day care workers, if applicable. Provide photographs of the stalker, if available, to all involved.

- If the stalker is a student, encourage the victim to file a complaint using the campus judicial process.

- Encourage the victim to file a no contact order against the stalker, and encourage the victim to avoid contact with the stalker.

- Supply victim with a 911 emergency cell phone, if so desired.

- Provide the Public Safety crime prevention pamphlet on stalking for more information.
Discipline

The following procedure is initiated to maintain a standard of conduct for all employees of the University. The Department follows the policies/procedures established on the ISU Policies and Procedures website.

2.1.1 Discipline Policy

The Department attempts to provide members of the Department who have violated policies or exhibit unsatisfactory job performance an opportunity to comply with the University/Department requirements by means of progressive disciplinary actions.

All members are expected to abide by the established rules and policies of the Department, the University, and the Idaho Board of Regents. In addition, commissioned members are also subject to the rules of the Idaho Law Enforcement Officer's Advisory Council.

Particular circumstances may, in some cases, be exceptional and the related disciplinary action shall be tempered or expanded due to the facts of the situation. Violations of the University rules against discrimination and sexual harassment, the University's Classified Staff Rules of Conduct, or the rules established by the Board of Regents, may result in disciplinary action including termination (See Chapter I, Section 1.6.1 on Bias-Based Profiling).

2.1.2 Charges Resulting in Disciplinary Action

Any member of the Department may be the subject of disciplinary action, including suspension, demotion, or dismissal, for the commission of any act that is prohibited, malfeasance, misconduct, incompetence, insubordination, inefficiency, nonfeasance, failure to observe applicable rules and regulations, or to cooperate reasonably with superiors, fellow officers, or employees.

2.1.3 Forms of Disciplinary Action

Disciplinary action may take one or more of the following forms:
A. Oral counseling by supervisor or other superior.

B. Oral counseling with a written memorandum placed in the personnel file and/or Personnel Performance Report.

C. Written Counseling Statement

D. Suspension
   
   i. Investigative with pay.*

   ii. Administrative with pay.*

   iii. Disciplinary without pay.

E. Disciplinary probation.

F. Demotion.

G. Dismissal.

* Does not constitute disciplinary action as defined by Human Resources and is not subject to appeal.

2.1.4 Dereliction of Duty

Dereliction of duty on the part of any member contrary to the proper performance of the functions of the Department is cause for disciplinary action according to the degree of the offense, the results brought about by the dereliction, and the effect it has upon the discipline, good order, and best interests of the Department. The following constitute some examples of violations of this section:

A. Failure to observe and give effect to policies and orders of the Department.

B. Failure to obey orders or willful or repeated violation(s) of any rule, regulation, policy, or procedure of the Department.

C. Failure to make a proper report of offense investigated, observed, or reported.

D. Failure to deliver to the official Departmental custodian any property found by, confiscated by, or relinquished to members of this Department.

E. Failure to place and record property in evidence in its official designated place for preservation and storage.

F. Sleeping on-duty.
G. Neglect of duty.

H. Violation of any state law, city ordinance, rule, regulation, or policy of the University.

I. Being absent without leave. This either shall include failure to report for duty at the time and place of duty assignment without authorization or leaving a place of duty or assignment without proper authorization.

J. Use of illegal narcotics or drugs either on or off-duty.

K. Reporting for work under the influence of alcohol, illegal drugs/narcotics, or other unlawful substances.

2.1.5 Suspensions

The Director may order three types of suspensions—administrative, investigative, or disciplinary. Members under administrative investigations may be reassigned to other duties within the Department or may be suspended with pay pending the completion of the investigation. Investigative suspensions are suspensions with pay and the employee will not be allowed to work pending the conclusion of the investigation. Disciplinary suspensions may be without pay.

A supervisor may immediately place an employee on administrative suspension with pay, if the employee is unfit for duty. The supervisor shall immediately notify the next level of the chain of command of the action, and fully document the action in an officer’s report.

The employee shall be under the Administrative leave for the remainder of that scheduled work period.

The employee will be advised that he/she shall meet with the Director prior to 1200 hours the following workday.

2.1.6 Suspension - Property Surrender

Officers

Upon notification of a disciplinary suspension, or pending a possible criminal investigation, an officer shall immediately surrender any Department issued badge and Department issued key(s) and identification cards. The property will be surrendered to the officer's supervisor. The supervisor shall complete a Property and Evidence Form (See Section III 5.6.60) listing all surrendered property. The completed form and the property shall then be given to the Property/Evidence Division, for storage, pending the conclusion of the suspension or criminal investigation.
**Student Officers**

Public Safety Student Officers shall immediately surrender badge, identification cards, and Departmental issued key. The property will be surrendered to the employee's supervisor. The supervisor shall complete a Property and Evidence Form listing all surrendered property. The completed form and the property shall then be given to the Property/Evidence Division for storage, pending the conclusion of the suspension or criminal investigation.

**Civilian Employees**

Civilian employees shall immediately surrender their identification card and Departmental issued key. The property will be surrendered to the employee's supervisor. The supervisor shall complete a Property and Evidence Form (See Section III 5.6.60) listing all surrendered property. The completed form and the property shall then be given to the Property/Evidence Division for storage, pending the conclusion of the suspension or criminal investigation.

**2.1.7 Suspension - Authority to Reinstate**

Within the Department, only the Director shall have the authority to reinstate an employee of the Department who has been suspended.

**2.1.8 Conduct During Suspension**

Employees shall not wear their uniforms during a period of disciplinary suspension, nor shall they take any police-type action other than what might be expected of a regular civilian performing a civic duty. During suspension, an employee shall remain subject to Department rules and regulations.

**2.1.9 Employee's Responsibility**

While on investigative or administrative suspension, the employee will remain at his/her place of residence during normally assigned work hours. The employee's supervisor or the Department personnel officer will telephone the employee during his/her regularly scheduled work hours at least once during each day's suspension. Failure to comply with this requirement may be grounds for immediate dismissal.

**2.1.10 Demotion**

An employee who fails to adequately perform at a satisfactory level after proper notification of the unsatisfactory performance may be subject to demotion.
2.1.11 Dismissal

After careful and factual review, the University President may dismiss an employee at any time for good cause. Prior to discharge, a pre-discharge hearing shall be scheduled and shall proceed the decision to discharge a non-probationary regular classified staff employee. The dismissal notice shall be served on the employee prior to the effective time and date of the dismissal. The employee who is dismissed shall have explained to him/her the reasons for the action, and such reasons shall be enumerated on the dismissal form and transmitted in accordance with ISU Policies and Procedures and shall be provided with an opportunity to respond to the dismissal in accordance with University Staff Personnel Policy.

2.1.12 Failure to Report for Duty

Failure to report for work for five consecutive days without notifying the Department of the absence may be deemed voluntary separation.

2.1.13 Specific Causes for Disciplinary Action

The following list includes, but is not limited to those offenses for which disciplinary action may be taken:

1. Commission of a crime (minor traffic violations do not constitute a crime for the purpose of this manual).
2. Unlawful use of drugs or narcotics.
3. Habitual and excessive use of alcohol or other substances which adversely affects the Department or the employee’s job performance.
5. Insubordination.
6. Failure to report honestly and accurately all facts pertaining to an investigation or other matter of concern to the Department.
7. Absence from duty without leave.
8. Willful or neglectful mistreatment of a prisoner.
9. Sleeping on-duty.
10. Accepting or soliciting a bribe.
11. Aiding or permitting a prisoner to escape.
12. Falsification of reports, records, or communications.

13. Abuse or loss of property entrusted to an individual.

14. Appropriating any lost, found, or stolen, Departmental or evidentiary property.

15. Feigning sickness or injury to avoid duty.

16. Failure to comply with written or verbal orders.

17. Cowardice.

18. Stealing, altering, forging, or tampering with any kind of records, reports, equipment, or citations.

19. Conduct unbecoming an officer, either while on or off-duty, which is detrimental to the service.

20. Malingering.

21. Careless or negligent handling of firearms.

22. Untruthfulness.

23. General inefficiency and incompetency.

24. Any act or omission constituting a violation of any of the provisions of the Department Rules, Regulations, and Procedures Manual, Department order, or operations order.

25. Violation of University policies and regulations.

26. Taking part in activities that would discredit the University or Department or disrupt, diminish, or otherwise jeopardize the public trust.

27. Failure to perform at work in an efficient and professional manner.

28. Failure to report policy violations and infractions of the Department’s rules, regulations and procedures.


30. Failure to answer or call for police assistance promptly.

31. Failure to observe applicable rules and regulations or to cooperate reasonably with supervisors or fellow officers/employees.
2.1.14 Progressive Discipline

Counseling/training is the most common method for assisting members to improve work performance or comply with rules and policies. The responsible supervisor shall make note of such efforts at counseling/training sessions in the employee's PPR/Training file.

Warnings may be either verbal or written. In either case the warning shall specify the reason for the warning and what action is required to correct it. In the instance of a verbal warning the responsible supervisor shall make note of such warning in the employee's PPR/Training file.

A written warning shall explicitly state that it is a "Written Warning." The specific disciplinary action will be enumerated along with a specific corrective action to be taken and the consequences if the member fails to meet the level of performance required.

2.1.15 Investigative Suspension

Investigative suspension is the temporary release from duty, with pay, for up to five days to permit investigation of any serious infraction of rules or policies. Upon completion of the investigation, the member may be returned to work without penalty, placed on disciplinary suspension, discharged, or subject to other disciplinary action as deemed appropriate. Facts surrounding the investigative suspension shall be documented with a copy to the employee and the Employee Relations Section of the Human Resources Department. The Human Resources Director, at the request of the Director, or on his/her own may extend the investigative suspension into administrative leave, with pay, up to 30 additional days.

2.1.16 Discharge

Discharge is the involuntary termination for cause of an employee by the University President. Discharge of a non-probationary Regular Staff employee shall be for serious violation(s) or repeated violations of rules or policies, or for uncorrected failure to meet job requirements. Prior to initiation of the discharge of a non-probationary regular staff employee the Director or his designee shall notify the Human Resources Director. A pre-discharge hearing shall be scheduled and shall precede the decision to discharge a non-probationary employee.

If circumstances do not permit contacting the Human Resources Director or his/her designee, or time does not permit proper assessment of the incident or the employee's past record, the employee shall be placed on investigative suspension.

Following the above, the employee shall be notified in writing by the Director:

A. The reason for discharge.

B. The facts and conclusions from the pre-discharge hearing.

C. The effective date and time of discharge.
D. The employee's right to appeal the action through the Staff Grievance Procedure.

E. A statement concerning the employee's benefits following termination, including fringe benefits and retirement.

F. Statements certifying the employee’s eligibility or non-eligibility for re-hire.

2.1.17 Grievance Procedure

See ISU’s Policies and Procedures, Part 4, Section 5(A).

In addition to the information contained in the ISU Policies and Procedures the following information should be included in the grievance:

• A written statement of what is being grieved and any facts or information on which the grievance is based.
• A written statement of the wrongful act and any resulting harm.
• A written description of the remedy, adjustment or other corrective action sought by the member by the grievance process.
Performance Counseling Statement

To: _________________________________
    (Employee)

I. I have made the following observation of your work performance (date, time, location):

II. The following standards of conduct are expected in the future:

III. These standards are important because of the following impact on the Security Organization:

IV. You are hereby advised that the following consequences may result if the above standards are not met:

V. This matter will be reviewed and discussed with you within 30 days. (Yes) (No)

Action Taken: (Check One)

☐ Information/Training/Counseling: (Employee signature not required)
☐ Verbal Warning: (Employee signature not required)
☐ Written Warning:

RECOMMENDATION

I have read and received a copy of the above statement. I (do) (do not) wish to submit written comment of my own about this matter.

__________________________________________  _________________________________________
Employee Signature  Supervisor's Signature

Distribution:________________________________________

Date ______________________

z:\forms\counseling statement.docx - rev: 6/17/2011
Boards of Inquiry

The function of a Board of Inquiry is to gather and evaluate all pertinent circumstances surrounding an incident, or situation for which the Board was convened. This Board shall report to the Director and shall be advisory in nature.

2.2.1 Composition of Board

The Board of Inquiry shall consist of at least three members, except that the Director may appoint a staff officer to act as a Special Board of Inquiry. The Board shall be assembled to act on a single incident or case.

Employees with specialized skills, such as firearms, impact weapons, driving, etc., may as a matter of policy, be required to review certain incidents unique to their area of expertise. If, in their opinion, a serious violation is discovered, or they believe a need exists for further review, a recommendation shall be made directly to the Director.

Their independent review does not constitute a Board of Inquiry.

2.2.2 Authority

The Board of Inquiry is granted only that authority necessary to perform the duties as designated by the Director.

The Board shall have the authority to interview all witnesses and members involved in the matter under consideration.

The Board shall have the authority to review any documents, reports, files, tapes, or any other items pertaining to the incident under investigation.
2.2.3 Responsibilities

The Board has the responsibility of reviewing all pertinent information, and then submit a "conclusion of facts" and recommendations to the Director.

The Board shall recommend monetary charges when employees are found responsible for loss or damage to Department property or equipment.

2.2.4 Establishment and Convening Board

The Director may establish the Board as deemed necessary to assist in the administration of the Department. The Board of Inquiry shall convene upon direction of the Director for a specific period of time for the following reasons:

A. Vehicular accident with personal injury or property damage.

B. Industrial injury where a member loses a minimum of ten cumulative hours as a result of the injury.

C. Matters which may involve employees in such things as possible criminal violations, citizen's complaints, violations of ISU Policies and Procedures, and other situations of a serious nature.

D. To assess monetary charges for lost, stolen, or damaged property or equipment.

E. To review cases of meritorious or valorous service.

2.2.5 Employee Responsibilities

All employees are subject to interview by a Board of Inquiry. Any employee who fails to appear before or respond to the Board, after receiving a timely request (either verbal or written) to appear before or provide certain information, papers, tapes, etc., to the Board shall be deemed to be derelict in duty and subject to disciplinary action.

2.2.6 Command Review and Dissemination

The Director shall have the final review and decision in all Board of Inquiry reviews. In all cases a written decision shall be presented by the Director to the employee involved and to the employee's immediate supervisor. Copies may be distributed to Human Resources and to the employee's personnel file.
Employee Recognition

The University and the Department attempt to acknowledge members of the Department who act beyond that which is normally expected of them, or who exhibit above standard job performance. This may be accomplished by any of the following:

3.1.1 Letter of Commendation

Commendations may be written by any member at a supervisory level, and may be given to any member of the Department. In cases where a member wishes to commend another member of equal or lower rank, the employee should write an officer’s report to their immediate supervisor detailing the reason for the commendation. The supervisor will then review the request and make a recommendation. A letter of commendation may be written by the supervisor(s) receiving the request.

An employee wishing to commend a supervisor will follow the chain of command via an officer’s report. If the supervisor is the employee’s immediate supervisor, the employee may skip the chain of command and forward the officer’s report directly to the next level in the chain of command.

3.1.2 Unsolicited Letters

Upon receipt of unsolicited letters of commendation from the public, or other sources, the employee receiving the letter will forward the letter through the chain of command to the Director.

After review of the letter by command staff, a copy of the letter shall be placed in the employee's personnel folder, with a copy sent to University Employee Relations. The original letter will be given to the employee.

3.1.3 Awards for Merit/Valor

Awards for merit/valor may be given to employees of the Department who have performed a meritorious act or an act of valor. Upon receipt of a report of a member performing a meritorious act or an act of valor, the
Director will establish a Board of Inquiry to investigate the facts of the event. The Board shall make a recommendation to the Director concerning the presentation of an award.

Awards will be presented at an appropriate time with appropriate documentation submitted for inclusion in the employee's personnel file. A copy of the report will be submitted to Employee Relations.

Recipients of Awards of Valor shall be presented with a medal of valor. The associated service ribbon may be worn on the uniform.

3.1.4 Officer, Employee, and Student of the Year

On the first Tuesday in November of each year, the Director shall post an announcement concerning the nominations for officer, employee, and student employee of the year. All nominations will be in writing, on an officer’s report, and submitted directly to the Director. Outside nominations must be submitted in writing.

Nominations shall be accepted for 14 days from the date of announcement.

3.1.5 Selection Committee

The Director will select a committee of four from the University community, one of whom is a commissioned officer, to select the officer, employee, and student employee of the year.

The Director shall appoint one person to serve as chair of the committee. The committee will review the nominees to insure they meet the criteria for nomination.

3.1.6 Criteria

Criteria for officer and employee of the year will be based on bravery or outstanding contribution to the community, or exemplary productivity, knowledge, performance, and professionalism. Student employee of the year shall be judged on work performance, understanding, and contributions to the Department.

3.1.7 Recognition

The officer, employee and student employee of the year shall receive a letter of recognition to be placed in his/her personnel file, with a copy to Employee Relations. Uniformed employees will receive a decorative service pin, to be worn above the name plate. In addition, a plaque bearing the employees’ names shall be maintained by the Department.
3.1.8 Years of Service Pins

The ISU Public Safety Employee Years of Service Pin Program will be conducted as follows:

A. Only employees in the full time service of Public Safety for a period of two years or more will receive a Years of Service pin for their uniform.

B. Employees that remain for additional years beyond receipt of their initial pin will be required to return their expired Years of Service pin and will receive a new pin to show their current years of service.

C. When an employee has remained with the department for more than six years, the pins will only be issued in spans for every additional five years of service.

D. The years of service will be determined by the total number of consecutive years of Public Safety employment and will not be combined with previous state employment or other department employment.

E. Employees that leave the department will keep their current Years of Service pin and may request to have it attached to a department plaque for their service.
Selection Process

Purpose

The purpose of this directive is to maintain a list of qualified candidates for the position of Public Safety Officer and to enable the department to fill vacant sworn and non-sworn positions efficiently.

Policy

All applicants will be selected through a formal selection process, which may contain job related written tests, mental ability and aptitude tests, oral interviews, physical ability, a background check, and any other testing which may be required by the Peace Officers Standards and Training Council, the Idaho Chiefs of Police Professional Standards, and any other testing required by the Director of Public Safety, according to all applicable state, local, or federal ordinances and statutes.

This department recruits, employs, compensates and promotes personnel in all areas of the work force on an equal and impartial basis in accordance with the provisions of the Idaho Personnel Commission, where applicable, regardless of race, religion, color, national origin, age, disability status, or sex except where sex is a bona fide occupational qualification as defined in federal regulations. Mindful of the goals set as part of this policy, an individual’s qualifications for the available position will be the determining factor in employment, promotion and other terms and conditions of employment.

Some requirements may be waived if the candidate has recently passed the Idaho P.O.S.T. qualification.

The selection process for the University is a cooperative effort between the Department of Public Safety and the Human Resources Department. The selection process is established by the State of Idaho Personnel Commission and is outlined and published in procedures as well as in the University employees’ handbook.

3.2.1 Departmental Administrator

The Director shall serve as the Department's administrator for the selection of employment candidates. The Director will coordinate with Human Resources on the recruitment and selection of Departmental personnel.
The recruitment and selection process is directed by the State of Idaho Personnel Commission.

Public Safety shall be responsible for background investigations, oral review board interviews, and for the final evaluation and selection of employees.

3.2.2 Director/Human Resources - Responsibilities

The Director maintains the right to hire any qualified candidate for a position within the Department.

The Department shall notify Human Resources when candidate referrals are required. Human Resources will follow their normal recruitment procedures. Affirmative Action may assist with the targeting of specific audiences and may be part of the recruitment process.

The Human Resource Office is responsible for the recruitment, receipt, screening for both minimum and preferred qualification, and transmittal of candidate applications.

Candidates will be sent notice by Human Resources announcing testing dates, procedures, and requirements. Candidates are required to appear at the time, date, and location.

3.2.3 Selection Process - Officer

The above procedure will be followed for the selection of officer candidates. Candidates who fail any aspect of this process are excluded from any further testing for that testing period.

Following the personal interview a ranking of candidates will be determined. The top five candidates will be submitted to the Department for interview and selection.

Following the conditional job offer, the candidate will be scheduled for a psychological and medical examination. A background investigation will be completed and forwarded to the Director for review.

The following guidelines on past substance abuse by applicants will be followed:

- An applicant will be disqualified for future employment considerations for any current or prior unlawful activity involving the sale or dispensing of any controlled substance.

- An applicant will be disqualified for future employment consideration for any unlawful use of marijuana within the three calendar years prior to the date of application.

- An applicant will be disqualified for future employment consideration for any unlawful use of any other controlled substance within the five calendar years prior to the date of application.

- No applicant who is a current user or seller of controlled substances will be considered for employment with this department.
• An applicant will be disqualified if he has been found guilty by a court or a jury of driving while under the influence of intoxicants within the five calendar years prior to the date of application. Candidates who pass the Department review may be notified by letter or by telephone.

All non-sworn applicants are required to complete the same background process as sworn positions. The Director of Public Safety has the option of requiring the polygraph or psychological examinations depending on the nature of the non-sworn position.

All candidates not selected for positions will be informed in writing.

### 3.2.4 Selection – Civilian, Student & Volunteer Positions

Civilian, student and volunteer positions will be recruited for in accordance with the policies and procedures of the University’s Human Resource Department. For Full-time civilian positions Human Resources will be responsible for the receipt and screening of both minimum and preferred qualification, and the preparation and distribution of the candidate referral list to the Department. For student and volunteer positions Public Safety will be responsible for the receipt and screening of student applications for both minimum and preferred qualification. Background investigations will be completed and reviewed for civilian, student and volunteer positions.

The following guidelines on past substance abuse by applicants will be followed:

• An applicant will be disqualified for future employment considerations for any current or prior unlawful activity involving the sale or dispensing of any controlled substance.

• An applicant will be disqualified for future employment consideration for any unlawful use of marijuana within the three calendar years prior to the date of application.

• An applicant will be disqualified for future employment consideration for any unlawful use of any other controlled substance within the five calendar years prior to the date of application.

• No applicant who is a current user or seller of controlled substances will be considered for employment with this department.

• An applicant will be disqualified if he has been found guilty by a court or a jury of driving while under the influence of intoxicants within the five calendar years prior to the date of application. Candidates who pass the Department review may be notified by letter or by telephone.

• All non-sworn applicants are required to complete the same background process as sworn positions. The Director of Public Safety has the option of requiring the polygraph or psychological examinations depending on the nature of the non-sworn position.

Dispatch candidates will be required to successfully pass a written test, personal interview, psychological examination, hearing examination, and a typing test in addition to a complete background investigation.
Idaho State University volunteers, as well as their supervisors, shall complete the ISU authorized Volunteer Services Agreement prior to beginning work and maintain a log of work hours for the purpose of validating workers’ compensation insurance coverage (See ISU Policies and Procedures, Part 4, Section I (T) Volunteer Policy).

All applicants not selected for positions will be informed in writing.

3.2.5  Background Investigations

Background investigations shall be completed on every candidate prior to being hired.

Background investigations will be assigned by the Director. Background investigations shall consist of:

A. Computerized NCIC/ACIC check.

B. Fingerprint submitted to the State Criminal Identification Bureau.

C. Computerized driver’s license check.

D. Personal interview either by telephone or in person of at least three personal references. A questionnaire may be mailed to the references and used as a part of the background investigation.

E. Personal interview either by telephone or in person with at least two immediate past employers.

F. Recent submissions for acceptance to the ISU Law Enforcement Academy may comply.

Officer candidates may require a personal interview with neighbors and landlords or others as deemed appropriate.

At the conclusion of the investigation a written report shall be submitted by the officer conducting the background investigation and forwarded to the Director. The report shall have a recommendation for or against hiring. If there is a recommendation against hiring, the reasons shall be specified.

Background investigations for officers shall become part of the officer's permanent file. Background investigations on civilian employees shall become part of the employee's personnel file.

All background investigations on employees hired by the Department shall be maintained for a minimum of five years, and shall never be disposed of while the employee is employed.

The Director has the final decision on the hiring of new employees.

3.2.6  Background Investigators

Background investigations shall be conducted by a designated Captain for officers. Designated civilian employees may conduct background investigations for civilian positions.
The background investigation involves the following process:

A. Insure that the medical and psychological examinations have been scheduled.

B. Have the candidate sign and notarize "Pre-Employment Applicant Information /Background Investigation Form." (See Section 3.2.19).

C. Complete two "Applicant" fingerprints cards. Candidate must sign and provide the information necessary to submit the card for identification (will mail one card and retain one card in Department files).

D. In addition to the background questionnaire, the candidate must provide copies of the following:
   1. Birth certificate.
   2. High School diploma.
   3. College degrees.
   4. Military discharge papers (if applicable).
   5. Proof of U.S. citizenship (if necessary).

The Captain is responsible for:

A. Conducting a computerized criminal history check of the applicant and forwarding that information to the background investigator.
B. Conducting a driver's license history check and forwarding that information to the background investigator.
C. Prepare a personnel folder for the background investigator.

The background investigator is responsible for:

A. Conducting personal and telephone interviews.
B. Mailing form letters to law enforcement agencies from the jurisdiction(s) in which the candidate resides or resided, requesting information on the candidate. A copy of the Pre-Employment Form will be included.
C. Mail a questionnaire and a copy of the waiver of information to all references listed, when the background investigator cannot meet with the reference personally.
D. Contact in person, neighbors, spouses, housemates, and previous/current employers (if possible). An interview will be conducted with each to determine the character of the applicant.
E. Complete a written report along with the completed packet to the Director.
3.2.7 **Oral Review Board - Civilians**

The oral review board will consist of at least three Department personnel. One member of the board shall be a supervisor from the division with the vacancy, a supervisor of another division and either an officer or another civilian member from the Department.

The members of the oral review board will tabulate the results of their individual scores and submit a recommendation to the Director, through the Captain.

3.2.8 **Testing Process**

The testing process utilized by the Department is consistent with job function and responsibilities. All testing procedures are approved in advance by the University Affirmative Action Office and Human Resources.

3.2.9 **Monitoring Adverse Impact**

The Human Resources Department of the University is responsible for maintaining files on the candidates in order to constantly monitor any potential adverse impact.

3.2.10 **Administering the Testing Process**

All areas of the physical agility testing shall be administered in a consistent manner. A demonstration shall be provided before each portion, to demonstrate proper execution and form.

All evaluators in the oral review board shall evaluate the candidate on a standard evaluation sheet, after receiving instruction on the completion of the form by a member of Employee Services.

The Director will make an employee selection based upon a consensus from the command interview and all other areas involved.

The Department will utilize both female and male, and ethnic minority officers whenever possible throughout the testing process.

3.2.11 **Security of Testing Procedure**

Selection materials will be secured when not in use.

3.2.12 **Candidate Eligibility Lists**

A candidate eligibility list may be established and maintained for a maximum period of six months as prescribed by the State Personnel Commission for any position.
3.2.13 Disposal of Testing Material

Any material maintained by Human Resources shall be destroyed in accordance with their procedure for records retention, maintenance, and disposal. Materials maintained by the Department shall be shredded to prevent any future use.

3.2.14 Medical and Psychological Test Results

All medical and psychological files concerning active Department employees are under the care and security of the Director. These files shall remain with the Director for as long as the employee is employed.

Following termination these files are secured and sent to Human Resources, for storage in accordance with State Statutes for records retention.

Psychological and medical results for candidates who are not selected for employment are destroyed by shredding.

3.2.15 Review of Selection Process

The selection process shall be reviewed at least annually, in January, by the Director and the Human Resources Manager. Any modifications to the process may be made during this review. Modifications shall be presented in writing to the Director and must have the concurrence of the University Affirmative Action Office.

3.2.16 Candidate Referral Lists (CRL)

The Candidate Referral List (CRL) contains the names of all applicants referred to the Department. Following the testing process the CRL must be returned to Human Resources with a notation for every person stating their status at the end of the testing process. Applications used in the testing/review process may be filed or destroyed by the Department following the conclusion of the testing process.

3.2.17 Medical and Psychological Testing

Officer candidates may be required to satisfactorily pass a medical, psychological and polygraph examination as required prior to being hired.

The Department shall only utilize qualified professionals to evaluate a candidate's emotional stability.

The costs associated with the medical and psychological pre-employment examinations shall be the responsibility of the Department.
3.2.18 Probationary Period - New Employees

All new appointments and promotions into classified positions require a probationary period of 1,040 hours (six months) except for peace officers who must serve 2,080 hours (12 months), as prescribed by state law.
### ISU PUBLIC SAFETY

#### PRE-EMPLOYMENT APPLICANT INFORMATION

An investigation will be conducted of all information listed on this pre-employment sheet. Write in the white areas only. If any of the following need further explanation or entry space, please use a separate sheet of paper.

<table>
<thead>
<tr>
<th>Name in full</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Names you have used:</td>
<td>Maiden</td>
<td>Aliases /Former Names</td>
<td>Nickname</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Month</td>
<td>Day</td>
<td>Year</td>
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<td>Place of Birth</td>
<td>City</td>
<td>State</td>
<td>Sex (M or F)</td>
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<td>Social Security Number</td>
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</tr>
<tr>
<td>Driver’s License Number</td>
<td>Current? Yes or No</td>
<td>Driver’s License #</td>
<td>Expiration Date</td>
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<td>What State?</td>
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<tr>
<td>What other states have you held a driver’s license?</td>
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<tr>
<td>Residences past 15 years</td>
<td>City</td>
<td>State</td>
<td>Dates</td>
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<td>List any time you were convicted of any violation including traffic, but excluding parking.</td>
<td>Date</td>
<td>Place</td>
<td>Dept.</td>
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</tbody>
</table>

Are you aware of any information about yourself which might tend to reflect unfavorably on your reputation, morals, character or ability as a prospective employee of Idaho State University?

YES _____  NO _____ If yes and you would like to explain, use a separate sheet of paper.

I hereby certify that the facts set forth in the pre-employment application are true and correct to the best of my knowledge. I understand that if I falsify statements on the pre-employment application, I may not be considered for employment.

I hereby authorize any authorized representative of Idaho State University bearing this release, or copy thereof, within one year of its date, to obtain any information in your files pertaining to my employment, military, credit or educational records including, but not limited to, academic, achievement, attendance, athletic, personal history and disciplinary records, medical records and credit records. I hereby direct you to release such information upon request of the bearer.

This release is executed with full knowledge and understanding that the information is for the official use of Idaho State University. I hereby release you, as the custodian of such records, and any school, college, university or other educational institution, hospital, or other repository of medical records, credit bureau, lending institution, consumer reporting agency, or related business establishment including its officers, employees, or related personnel, both individually and collectively, from any and all liability for damages of whatever kind, which may at any time result to me, my heirs, family or associates because of compliance with this authorization and request to release information, or any attempt to comply with it. I am furnishing my Social Security account number on a voluntary basis with the understanding such is not required by federal status or regulation. Should there be any questions as to the validity of this release, you may contact me as indicated.

_________________________  __________________________
Signature Date
Promotions

3.3.1 Purpose

The Department endeavors to assist and encourage its regular classified staff employees to seek advancement in position and rank, in accordance with their qualifications and experience, as vacancies occur.

3.3.2 Role in Promotion

The Director is the Department's primary liaison with Employment Services of the Human Resources Department at the University.

The Director is responsible for:

A. Posting of promotional notices, which include:
   i. Description of the position and job classification.
   ii. Description of eligibility requirements.
   iii. Description of the process to be used in selecting personnel.

B. Distributing/posting of knowledge areas to be tested - bibliography of readings and/or knowledge required.

C. Distributing classified staff applications.

D. Acquiring Oral Review Board members.

E. Notifying applicants of individual testing times. Scheduling of dates, times, and locations of each element of the testing process.

F. Conducting command interviews.
G. Selecting candidate for promotion.

3.3.3 Employment Services

Employment Services is responsible for:

A. Approving advertisements.
B. Assisting the Department in establishing time tables and criteria.
C. Assisting in the review of applications to ensure applicant minimum eligibility.
D. Monitoring and assisting with the coordination of the Oral Review Boards.
E. Reviewing the promotional process.
F. Establishing a Candidate Referral List (CRL), when applicable.

3.3.4 Maintaining Promotional Manual

The Director is responsible for maintaining a file or manual for each promotional process. This file will include:

A. An explanation of the promotional process including the evaluation of candidates.
B. A copy of any written tests given as part of the promotional process, when applicable.
C. A written set of minimum qualifications to include eligibility requirements for lateral entry if permitted.
D. Criteria for questions used in the Oral Review Board.
E. Explanation and/or clarification of the probationary period.
F. An answer key with the correct answers to any written test(s).
G. An explanation of the scoring process and determination of the "cut off" point for advancement in the process.
H. A copy of standardized questions used in the Oral Review Board and a copy of the scoring sheet.
3.3.5 Procedure Review

The entire promotional process is reviewed by the University's Affirmative Action Office as well as Employment Services prior to commencement. These two departments will identify practices that do not conform to established University classified staff employment practices and/or Affirmative Action guidelines.

3.3.6 Posting of Promotional Notices

The Department will be responsible for posting promotional notices. These announcements will be given to each Captain and Sergeant for distribution to their staff, as well as being posted on the bulletin board in the briefing room.

Notices will be posted for ten days prior to the closing of the application process.

All notices will include a description of the job classification, and time tables for the process including dates, times, and locations of the testing process.

The notice will further contain the location where applications may be obtained as well as the closing date and time.

The notice will further contain an explanation of the scoring and scores necessary for advancement to the next step in the process.

3.3.7 Eligibility Lists

The Director has the discretion to establish intra-departmental promotion eligibility lists. The intra-departmental list, when established, may be valid for six months from the conclusion of the promotional process.

Intra-departmental promotional eligibility lists are established from a list of qualified regular classified staff employees who have successfully completed the entire selection process including the command interview. A numerical number is assigned to each candidate who successfully completes the command interview. Final ranking is established by consensus between the Captain and the Director and others participating in the command interview.

The Director reserves the right to choose any person from an established intra-departmental promotional eligibility list.

Intra-departmental promotion eligibility may be based on but not limited to:

A. Specific job related experience.

B. Review of personnel history to include sick leave usage, disciplinary actions, letters of commendation, and education and career development.
C. Affirmative Action needs.

D. Time-in-grade or length of service.

E. Relevant Departmental preferred criteria that is clearly job-related.

If a candidate is promoted out of order from an established intra-departmental promotional eligibility list, the Director will provide written notification to each member of the command interview staff and include an explanation for the selection.

Any established intra-departmental promotional eligibility list may be forwarded to Employment Services for review.

3.3.8 Review and Appeal

Any employee who wishes clarification of the intra-departmental promotional selection process may:

A. Request permission from the Director to review the answer key to any written test and compare those answers with their personal test.

B. Request through the Director, a review of the written results of the scored elements of the selection process.

If after the review the employee still feels the testing procedure was not in accordance with policy and/or discriminatory, he/she may seek appeal through established University procedures. This procedure is contained in the ISU Policies and Procedures.

3.3.9 Annual Review

The Director and the Human Resource Manager of Employment Services may meet annually to evaluate the promotional process for the year. The intra-departmental promotional selection process, if appropriate, may be modified to address and/or include new or revised laws, technology, or other elements vital to the selection process.

3.3.10 Probationary Period for Promoted Staff

**Sergeants and Corporal**

The promotion evaluation (probationary) period is six months (180 days) for officers to the rank of Sergeant or Corporal. The purpose of this extension is to permit a newly promoted employee to be more accurately evaluated over a longer period of time and to insure that the employee comprehends the duties and responsibilities associated with the position.
Professional Appointment Positions

Professional appointments such as Director are exempt from the extended promotion evaluation period, as professional contracts are on a yearly basis.

Annual evaluation shall continue to be conducted in accordance with established University policy.

3.3.11 Training Following Promotion

Once the selection process has resulted in promotion, the Department provides training to prepare newly appointed supervisors and commanding members for their added responsibilities. Dependent upon the level of supervision or management involved, an attempt is made to familiarize individuals with problems that they may face and to assist them in developing suitable responses to those problems.

Training will be conducted for all promoted personnel as applicable to the new work assignment. Supervisory, managerial, and other positions will successfully complete at least 40 hours course criteria pertaining to the new work assignment, appointment, or promotion within two years of appointment or promotion.
Grievance–Promotion, Other

3.4.1 Policy

The Department adheres to the Personnel Policy and Procedures for Classified Staff of the Idaho Personnel Commission. Formal grievances of promotions will follow established policy as contained in ISU’s Policies and Procedures.

The Department will additionally ensure that every employee is given the opportunity to review the testing and promotional process. The Director, in conjunction with the Department of Human Resources, shall annually review all testing tools and processes to ensure correctness of written examinations, scoring keys, and that all information contained therein is current and valid.

3.4.2 Procedure

Employees wishing to appeal a promotional decision or other matters in which they are directly affected may pursue their appeal informally and internally within the Department in the following manner:

A. Via the chain of command, an effected employee may appeal for review to the immediate supervisor.

B. The supervisor will review all steps of the testing process with the employee to include:
   i. Going over the written examination question by question and letting the employee see his/her answers and the correct answers.
   ii. Explanation of the scoring mechanism used for the overall testing results and for the individual employee.
   iii. Explanation of any other promotional considerations such as the employee's personnel file, training records and other pertinent data.

C. If after meeting with the supervisor the grieving employee is not satisfied and desires to continue his/her appeal, the employee may meet with the Director.
The Director will evaluate the employee's appeal and consider his/her reasons for desiring to continue the appeal. The Director will review all parts of the process, and should he determine the employee was adversely affected, may order a retesting of the process.

If the Director deems the employee was not adversely affected, but the employee desires to continue the appeal, the employee must enter into the formal grievance process as outlined in ISU’s Policies and Procedures (Part 4 Section V. 4.5.1).

In addition to the information contained in the ISU Policies and Procedures the following information should be included in the grievance:

- A written statement of what is being grieved and any facts or information on which the grievance is based.
- A written statement of the wrongful act and any resulting harm.
- A written description of the remedy, adjustment or other corrective action sought by the member by the grievance process.
Annual Evaluations

3.5.1 Annual Evaluation - Criteria

All performance evaluations will conform to university policy as reflected in the ISU Policies and Procedures (Part 4, Section IV (A) (2)). The employee’s performance evaluation has been developed to accommodate the unique qualities of each position within the Department and to standardize the nature of the personnel decision-making process. Specific rating guidelines are outlined in the evaluation manual available in the squad room. The function of the performance evaluation program is to:

A. Inform employees with a review of their performance (for a given period of time and position) in which their strengths and weaknesses are documented.

B. Assist the employees to improve themselves in their present assignment and prepare them for advancement. This is accomplished through an appraisal of performance and noting any improvements which should be made to assist employees in achieving personal goals and Department objectives.

C. Provide job incumbents with necessary behavior modification information to allow them to maintain behaviors that are appropriate from the department’s standpoint and to eliminate inappropriate behavior.

D. Assure the public that the department’s personnel are qualified to carry out their assigned duties.

Supervisors shall be objective and use consistent methods in evaluating employees to ensure fairness. Personal bias for an employee shall not be used to obscure documented performance. Supervisors should understand excellence or weaknesses in one area does not indicate overall excellence or weakness.

A number of factors should be considered in completing performance evaluations. The following areas will be considered, to ensure fairness on the completion of the evaluations:

A. The evaluation should be based upon documented past performance, not anticipated behavior or actions.
B. Employee's performance for the entire rating period will be considered - not just isolated accomplishments or failures. Seniority will not be taken into consideration, as seniority does not constitute performance. Unusual circumstances which have been short term in nature should be addressed and explained.

3.5.2 Supervisor's Responsibilities

Supervisors are responsible for ensuring the timely and accurate completion of all performance appraisals. If an employee has been supervised by more than one supervisor, the rating supervisor will confer with the other supervisors.

Completed performance appraisals will be signed and forwarded to the Departmental employee responsible for Departmental personnel matters prior to the "due date."

3.5.3 Probationary Employees - New Employees

All new appointments and promotions into classified positions require a probationary period of six months, except for peace officers who must serve 12 months, as prescribed by state law. Probation periods greater than six months may be established for certain classifications with the prior approval of the Human Resources Director (reference ISU Policies and Procedures).

Evaluations shall be completed on the standard Report of Performance Appraisal Form (available to employees). Officers in the Officer in Training (OIT) Program will receive a daily evaluation during the OIT period.

3.5.4 Counseling - All Employees

All employees will meet with their respective supervisor at the beginning of the rating period. This may be done during the review of the past evaluation period. The counseling shall include:

A. Tasks of the position occupied. This may include a review of the job description, previous performance evaluations, or job descriptions that have been developed due to a certain job task.

B. The level of performance required. Supervisors are reminded that employees are expected to "meet job requirements."

C. Evaluation rating criteria (areas covered on the performance evaluation) as well as any other criteria used by the supervisor to rate employee performance.

3.5.5 Unsatisfactory Performance

Unsatisfactory performance must be coordinated with Human Resources.
Whenever a supervisor deems an employee's performance to be unsatisfactory, and the performance is a continuation, or of such magnitude that if left unaddressed, endangers the rights, safety, or ability of others, it shall be brought to the attention of the employee in writing. The letter shall address the specific unsatisfactory performance as well as the necessary action needed to correct the unacceptable performance.

Whenever a supervisor deems that an employee's performance is unsatisfactory, and will, if left unattended, cause the employee to receive a less than “needs improvement” on his/her next evaluation, the employee shall be notified in writing, at least 90 days in advance of the next performance appraisal.

The notification shall include the performance which is unacceptable and the necessary measures needed to correct the deficiency.

Unsatisfactory performance (meets some but not all or does not meet job requirements) requires an explanation for the rating in the appropriate comment section.

### 3.5.6 Exceeds or Consistently Exceeds Job Requirements

“Exceeds” or “Consistently Exceeds” Job Requirements in the personal appraisal shall require explanation for the rating in the appropriate comment section. Specific guidelines are outlined in the evaluation manual available in the squad room.

### 3.5.7 Utilization of Performance Evaluations

Performance evaluations may be used as part of a review for duty assignment, promotion, and to document an employee's past performance in cases of alleged misconduct, personnel issues, or to establish the eligibility for merit pay when authorized.

A copy of the performance evaluation is made for the employee, personnel files, and the Office of Human Resources.

### 3.5.8 Annual Review of Performance Evaluation System

The Director reviews all performance appraisals and is responsible for evaluating the evaluation system. The Director will review exceptionally high ratings as well as those ratings that are at or below “satisfactory” job requirements.

If the Director believes that a problem with the evaluation system exists, that is a result of the University system, he shall address this point to the Human Resources Director.

Internal discrepancies with the evaluation system shall be addressed between the Director and the individual supervisor.
3.5.9 Contested Evaluations

The evaluation process is important for both the employee and supervisor as it reviews past performance as well as establishes new goals, objectives, and expectations for the future. If an employee is dissatisfied with an evaluation, the following process will be followed.

Employee's Responsibility

Following review of the performance evaluation, the employee should inform his/her supervisor of any areas of disagreement verbally. Following discussion, the supervisor may elect to modify the evaluation. If this occurs, the employee and supervisor shall both initial and date the change.

The employee may also attach written comments to the evaluation form, describing the disagreement with the evaluation.

If the supervisor elects not to modify the evaluation, the employee should follow the established ISU Policies and Procedures, for resolution. The employee has a duty to make his/her supervisor, aware that a specific problem exists in order to afford them the opportunity to remedy the matter.

Supervisor's Responsibility

The supervisor is responsible for evaluating the employee's request and responding within three working days. If the supervisor elects not to change the evaluation, the supervisor must, in writing, inform the employee of the reason(s) he/she will not amend the evaluation.

3.5.10 Formal Grievance Procedure

If the employee is not satisfied with the results of the resolution process, the matter may be grieved in accordance with the Internal Grievance Procedure established in ISU’s Policies and Procedures.

In addition to the information contained in the ISU Policies and Procedures the following information should be included in the grievance:

- A written statement of what is being grieved and any facts or information on which the grievance is based.
- A written statement of the wrongful act and any resulting harm.
- A written description of the remedy, adjustment or other corrective action sought by the member by the grievance process.
Retention of Annual Evaluation Reports

3.6.1 Statement of Policy

The retention of Performance evaluation reports is important for the Department and the institution, as they reflect an employee's performance during their employment with the University.

3.6.2 Retention of Records - Institution

In accordance with established University policy, the original copy of the Report of Performance Appraisal Form is maintained by the Department of Human Resources Director for as long as the employee is employed by the University.

3.6.3 Department Personnel Records

An employee's internal personnel file, including performance evaluations, is maintained as long as the employee is employed with the Department. The Office Specialist assigned to personnel matters is responsible for the maintenance of the employee's internal personnel file.

The personnel file is maintained in a "terminated employee file" for a five-year period following termination.
Complaints Against the Department and/or Employees

4.1.1 Purpose

To maintain an accurate reflection of complaints against the Department or any employee of the Department, the supervisor taking the report will record the type of complaint and the action taken.

4.1.2 Monthly Review

Each supervisor who has received any type of complaint against the Department or its employees, shall by the seventh day of each month, submit to their immediate Lieutenant or supervisor, documentation of the complaints for the previous month.

This monthly report shall include:

A. Number of complaints.
B. Type of complaint.
C. How the complaint was received (telephone, letter, in person).
D. Disposition of complaint (see Internal Affairs Section 6.1 for classification).

4.1.3 Captain or Supervisor’s Responsibilities

After receiving the monthly tabulation of complaints, the Captain or supervisor shall review and forward to the Director a summary for the respective divisions or units.
Crime Analysis

The Records Division in conjunction with the Crime Prevention Unit will be responsible for the collection and dissemination of crime information and analysis of such information.

4.2.1 Records Division - Responsibility

The Records Division will be responsible for the collection, collation and dissemination of monthly, quarterly and yearly statistical information concerning criminal and non-criminal offenses reported to the Department.

The statistical information for the preceding monthly report shall be tabulated and distributed by the seventh day of the month.

4.2.2 Crime Prevention Unit - Responsibility

The Crime Prevention Sergeant will be responsible for the analysis of the crime information collected by the Records Division. Crime analysis will include:

A. A comparison of crime information for the previous month and year.

B. Significant increases in a particular crime and subsequent recommendation for reduction.

C. Significant *modus operandi* or information gathered as a result of an arrest.

This information shall be forwarded to the Captain for review and dissemination to patrol officers.

The Director shall receive a copy of the crime analysis, and shall be kept informed, via published crime statistics, as well as through briefings as to current crime trends and patterns.

Officers are encouraged to analyze the information for incorporation into their routine duties. Officers are further encouraged to provide the Crime Prevention Unit with feedback concerning the information that they are or are not receiving.
All officers are encouraged to pass along any information concerning a specific crime or incident to assist other officers. This may be accomplished via a memorandum to the officer’s immediate supervisor. The supervisor should then forward that information to the other supervisor(s).

4.2.3 Documents Used for Crime Analysis

Crime analysis will consist of data obtained from a variety of sources to include but not limited to:

A. Offense and arrest reports.
B. Field Interview cards.
C. Miscellaneous Incident Reports.
D. Weekly log.
E. Monthly, quarterly, and annual crime statistics.
F. The FBI Uniform Crime Report.
G. Other agency police reports.
H. Personal knowledge.

4.2.4 Distribution of Statistical Information

The following persons will receive analyzed crime statistical information:

A. Director
B. Captain

Results of crime analysis information should be made available to the public, such as the number of crimes and arrests. Information concerning known offenders, suspects, and *modus operandi* will be restricted in accordance with release of information, and on a need to know basis by selected non-criminal justice personnel. The release of this information may be released by the Director, Public Information Officer, and those so designated by the Director.

4.2.5 Documentation of Crime Location and Time

Field Complaint Forms call for the time and date of the incident. If the exact date and time are not known, the time period will be entered into the block. This information can be retrieved from the Spillman computer.
Captain/Sergeants will maintain a bulletin board in the briefing room as a visual indicator for the following crimes:

A. Bicycle thefts
B. Burglary
C. Burglary from vehicle
D. Computer thefts
E. Motor vehicle thefts
F. Sex offenses
G. Theft

The temporal and geographical bulletin board will be updated bimonthly.

### 4.2.6 Use of Crime Analysis Information

The Director may utilize the information gathered from the crime analysis to assist in the formulation of goals, budget preparation, personnel allocation, and strategies to meet the crime prevention needs of the community.

Crime analysis information is also valuable to keep the community informed as to current crime trends.

### 4.2.7 Evaluation of Data

For the crime analysis function to be effective, feedback from the patrol shifts and investigations is essential. The utility and effectiveness of crime analysis can be evaluated by:

A. Seeing crime reduced in certain areas as a result of useful crime analytical information.
B. An increase in arrests in dealing with certain problems identified in the analysis process.
C. Having specific problems identified by analysis of data gathered through the police reporting system.

Feedback relating to crime analysis data provided to the shift supervisors is an essential part of the evaluation of the analytical effort. Such feedback will provide the Director with information as to whether crime analysis is efficient and whether its products are effective tools for combating the crimes selected by the Department for analysis.
Supervisors will solicit feedback from their officers on analytical data provided, and share comments at the monthly staff meeting, or via memorandum to the Director.
Allocation of Personnel

5.1.1 Purpose

The Department of Public Safety is authorized an allocation of officers, in addition to its dispatchers and other employees. Authorized personnel staffing levels are dependent on annual fiscal allocation.

5.1.2 Position Management

The employee assigned to personnel duties within the Department is responsible for maintaining an accurate visual display board which provides the following information:

A. The number and type of positions authorized in the Department's budget.

B. The location of each authorized position within the Department's organization.

C. Position status information, whether filled or vacant.

Additional records will be maintained to provide administrative personnel with current information concerning budgetary and position status.

5.1.3 Allocation of Personnel by Assignment

The allocation of personnel within the Department will be primarily directed to support daily field operations. All division/units within the Department will be evaluated annually for reassignment of personnel, to meet the changing needs of the Department. The annual evaluation will occur in May/June.
5.1.4 Allocation by Workload Assessments - Annual

Annually, in May/June, each division commander shall submit to the Director a calculation of personnel availability for the next fiscal year. This calculation should include:

A. An estimate of time off for each officer - to include vacation, compensatory, holiday, and sick time.

B. Time off estimated at 24 hours per officer per year for training purposes.

The calculation should be made based on 365 days multiplied by the number of officers assigned to a division compared to the actual personal days available for assignment.

5.1.5 Reassessing Allocation of Organizational Components

The review of personnel allocation is continuous throughout the year. Changes may be made at any time to meet the needs of the Department.

The Director will be responsible for an annual review of all organizational components. The review will include documentation and analysis of staffing levels to determine if changes are needed in staffing to meet the organizational goals and objectives and University needs. In addition, the review will assist the Department in the preparation of budgetary requests.

The analysis and recommendations need to be completed before March first to comply with the budget submission timelines.
**5.2.1 Purpose**

The purpose of this policy is to provide early identification of potential problems affecting an employee’s performance and to provide a menu of remedial actions. This will increase the department’s accountability and offer members a better opportunity to meet the department’s goals and mission statement.

**5.2.2 Introduction**

The department’s Personnel Early Warning System is initiated when certain types of incidents occur, prompting an evaluation of collected material. Such material may include, but is not limited to, performance evaluations, citizen complaints, disciplinary actions, use of force incidents, internal affairs, supervisory and employee reports such as workmen’s compensation claims and traffic accidents.

**5.2.3 Policy**

The Public Safety Department, in keeping with the demands of the community for professional public safety/police services, has established the “Personnel Early Warning System”. This system is intended to provide the department the opportunity to quickly intervene when potential personnel problems arise. It is designed to note patterns of behavior that might dictate departmental intervention into a member’s performance.

**5.2.4 Guidelines**

The following types of complaints will be documented by all supervisors and provided to the division Lieutenant who will in turn provide the information to the Captain, who will keep a current list of such reporting. This list is to be made of all **sustained** complaints or work performance issues as identified.

- Less than satisfactory performance appraisals (evaluations).
- Disciplinary actions, both verbal and written.
- Use of force incidents.
- Internal affairs investigations.
• Workman’s Compensation claims.

• At fault traffic accidents.

• Any pattern identified that indicates unacceptable behavior or performance.

Members who have multiple allegations made against them as described above will be tracked on an escalating pattern list, to be maintained by the Captain. Criteria for being on the list will be as follows:

• Two or more internal investigations within a 12-month period.

• Any sustained allegations against a member totaling three or more within a 12-month period. These can be a combination of internal affairs investigations and/or other complaints.

When an employee has been placed on the escalating pattern list, the Captain will notify the Director of Public Safety, in writing, about the allegations.

Each allegation will be removed from consideration under this policy after a period of one year. The Director of Public Safety will annually review the Captain’s Personnel Early Warning System records. The Director will annually review the policies and procedures of this section.

5.2.5 Remedial Solutions

The Captain will notify the member’s Lieutenant and Sergeant(s) about the allegations. Those supervisors will then evaluate the circumstances which lead to the member being placed on the escalating pattern list and recommend follow-up with the member.

Actions such as unfounded, counseling, making a referral to the city’s Employee Assistance Program (EAP), remedial training, traumatic incident activation, etc., will be considered on a case-by-case basis.

The supervisors handling the inquiry will generate a written response to the Captain. After review and acceptance by the Captain, that written response will be provided to the Director of Public Safety, who will keep it with the members’ record. The member will be removed from the escalating pattern list when he/she does not meet the guidelines set forth in this policy.

5.2.6 Conclusion

It is the intent of the department not to be faced with investigating an employee for a serious case of misconduct only to find there was an escalating pattern of less serious misconduct, which could have been abated through intervention by the department.
Notification of Next of Kin

6.1.1 Policy

The Department will on occasion investigate an incident where death, serious injury, or serious illness is involved. The Department has a responsibility to ensure the timely notification of relatives, or emergency contacts. This will be done as soon as possible following notification of the Dean of Student Affairs. This notification will be accomplished in person if possible.

Notification is usually done by the police department, however, Public Safety may be asked to assist or make the notification. Public Safety will not initiate notification without police approval.

Due to the nature of the University community, it is further imperative that University personnel be notified of these incidents immediately. ISU Public Safety does not need police approval for these notifications. It is strongly advised that the Dean of Students be notified immediately and that office’s directions be followed.

6.1.2 Death - Student, Faculty, or Staff

In the event of a death involving a student, faculty, or staff member, the following procedure will be implemented to ensure a timely notification.

6.1.3 Unattended Deaths

All reports of death and/or the discovery of a deceased body which occurs or is discovered on University property shall be investigated by the city police department and shall be handled as a suspected homicide.

The first officer at the scene shall examine the victim to ascertain if the victim is deceased.

The Pocatello Fire Department Paramedics shall be requested to examine the victim when the chance of life is present. The officer shall be careful not to destroy or alter any evidence which may be present.
If the victim is obviously deceased, the officer shall exit the scene by the same route used to enter. The officer shall then secure the scene, allowing no one to enter or leave. If paramedics are needed to examine the victim, the officer shall control access to the victim and protect the crime scene.

The officer shall provide communications to the dispatcher. Other notifications are to be made as soon as possible and include the following:

1. The Pocatello Police.
2. The Director of Public Safety.
3. The Dean of Student Affairs.
4. Human Resources Director.

The Public Safety officer will not allow anyone to enter the area, touch the body, or remove or disturb anything in the area until the Pocatello Police have arrived and taken over the investigation. The Pocatello Police will investigate all unattended deaths on the ISU campus.

Public Safety officers will follow any lawful order of the on-scene Pocatello Police officer.

6.1.4 Crime Related/Suspicious Death

Upon determination that the victim is a student, faculty, or staff, the field supervisor shall immediately notify the appropriate division Captain and the Director of the incident.

The Director will ensure the notification of:

A. The Dean of Student Affairs Office (for students) or the Human Resources Director for Faculty/Staff will request an immediate review of student or faculty information to ascertain:
   
   i. The victim's parents’ or spouse’s names, address, and telephone number.

   ii. Victim's date of birth.

   iii. Victim's social security number.

   iv. Any other pertinent information.

B. The Public Information Officer shall be notified by the Director to assist the Department with media inquiries.
The Dean of Student Affairs Office or the Human Resources Director for Faculty/Staff will be responsible for administrative paperwork necessary to close the student's file and for notification of Student Affairs, Human Resources, and the President.

In conjunction with the Dean of Student Affairs Office or the Human Resources Director for Faculty/Staff, an emergency response team consisting of crisis intervention personnel will be notified to assist with the notification of student peers, roommates, family members, and parents, if the parents reside in the local community. Parent notification must be coordinated with the local police and Media Relations Information officer.

6.1.5 Office of the Medical Examiner

The Office of the Medical Examiner (OME) will be contacted by the local police. In conjunction with the OME and local officials, it shall be determined when and by whom the relative will be notified.

6.1.6 Next of Kin Notification

The University shall make a timely notification of relatives, in person, if possible.

A representative from the Office of Student Affairs or department head may accompany the officer. Efforts should be made to have support people accompany the officer, i.e., close family member, clergy, close friend.

The officer will coordinate with the local police any attempt to contact the next of kin of a seriously injured student, faculty, or staff member.

6.1.7 Personal Notification

The officer making the death notification shall provide the relatives with the details of the death to include:

A. Nature of the death, if known.
B. Approximate time of the death.
C. Location of the death.
D. Synopsis of the death.
E. Location of the victim's remains.
F. Investigating officer’s name and telephone number.
The officer should ask if there is a close family member, a member of the clergy, or friend that may be contacted to assist the family. The officer will attempt to contact the support people and request their assistance with the family. If possible, support people may accompany the officer for notification.

The officer should be comfortable with the next-of-kin's emotional and physical state prior to leaving.

Depending on the emotional and physical state of the relatives, officers may be able to ask questions to aid the Department in the death investigation. Officers should evaluate the situation before proceeding with questioning.

### 6.1.8 Other Agency Notification

If the next of kin or emergency contact resides outside the local area or it is not possible to make the notification personally, the police officer assigned to the case shall contact the agency of jurisdiction and request that the agency make the death notification. The investigator shall provide the agency with the information listed in the Personal Notification subsection (Chapter II, Section 6.1.7). The investigator shall further request that the next of kin notify him/her for additional details.

### 6.1.9 Media

The names of death victims shall not be released until the next of kin has been notified. A media release shall be prepared in accordance with the media relations policy.

### 6.1.10 Seriously Injured Students, Faculty, or Staff

In the event of an accident where a student, faculty, or staff member is seriously injured, the on-duty officer shall contact the appropriate division Captain and the Director, who shall be responsible for notification of the Dean of Student Affairs or the Human Resources Director for Faculty/Staff, to obtain pertinent information for notification of relatives.

### 6.1.11 Residence Hall Notification

If the victim is a resident of a residence hall, the officer will contact the Hall Director or a representative from the Office of Residence Life and advise them of the injury.

### 6.1.12 Outside Agency Notification

The on-duty supervisor will coordinate with local police any request that the agency of jurisdiction be notified and request an emergency message delivery to the student’s next-of-kin or emergency contact. Confirmation of contact shall either be by telephone or teletype. Information that will be provided to the agency will be:
A. Victim's name.
B. Parent's name or emergency contact.
C. Residence address.
D. Synopsis of accident.
E. Hospital and condition, if known.
F. Investigator's name and phone number.
G. A request to contact the investigator.

6.1.13  Sick/Ill Students, Faculty, or Staff

The Department will assist the hospital staff in obtaining information for the notification of students, faculty, and staff members who are ill and being treated at the hospital. The hospital will make the notification to the next of kin.

6.1.14  Seriously Injured

In the event Public Safety investigates an accident where there are serious injuries, the officers will contact the local police.

6.1.15  Sick or Ill

It will be the hospital’s responsibility to make notification to the relatives of a subject being treated.

6.1.16  Freedom of Information

Information that is not considered "directory information" may only be obtained from the Dean of Student Affairs - for a student - in the event of a death, or the potential of a death. The Dean of Students may be contacted, and informed of the incident. Ultimately the release of non-directory information is at the discretion of the Dean of Student Affairs Office.

Information concerning employees of the University is also restricted. The Human Resources Director may be contacted and informed of the incident. The release of non-directory information is at the discretion of the Human Resources Director.
6.1.17 Notification by Another Agency of Death or Injury Involving a Member of the Campus Community in Another Jurisdiction

If the University is notified of a death or injury to a member of the University community, and a request is made by that agency for assistance in locating next of kin or emergency contacts the following procedure shall be followed:

A. The officer or dispatcher shall check the Faculty, Staff, and Student Directory for the victim's name and address. This information may be given without restriction.

B. The officer or dispatcher who receives the information shall document the incident on an Incident Report form (See Chapter II Section 6.1.21), with the basic facts of the death or injury. The call will be cleared as an "Information Report."

C. The appropriate Lieutenant and the Public Information Officer will be contacted and advised by Communications or the on-duty shift supervisor.

D. If there is no listing in the directory, or more information is needed and the victim is a student, the on-duty field supervisor shall contact either the Dean of Student Affairs or the Associate Dean of Student Affairs and advise them of the incident. The supervisor will give the Dean the officer's name and telephone number for a re-contact.

E. If the student resides in a residence hall, the Hall Director shall be notified of the death or injury.

F. If there is no listing in the directory, or more information is needed and the victim is a member of the faculty/staff, the on-duty field supervisor will contact the Human Resources Director and advise the Director of the incident. The supervisor will give the Human Resources Director the officer's name and telephone number for re-contact.

6.1.18 Other Agency Investigations

In cases investigated by another agency, our Department will not normally be the agency responsible for death or injury notification of next of kin or emergency contacts.

6.1.19 Documentation of Contact

Officers shall document in the basic case/supplement report the officer making the notification, time, date, location, and to whom the notification was made.
6.1.20 Suicide and Attempted Suicide

A Public Safety officer shall be dispatched to an attempted suicide or a threat of suicide call and attempt to stabilize the situation.

Dispatch shall notify the Pocatello Police Department in all suicide, attempted suicide, or threat of suicide calls once the call has been verified by the responding officer. Communications may also refer to the call out list for Campus mental Health, Student Health, and/or Janet C. Anderson Center if it is deemed necessary for the situation.

Officers shall cooperate with the counselors who respond to the scene to assist. The officers, however, shall be responsible for the safety of all persons at the scene.

If necessary, the officer shall take the subject who is threatening or attempting suicide into custody once the situation is stabilized to prevent injuries.

Should the subject commit suicide prior to the arrival of the officer(s), the officer(s) shall seal off the crime scene and initiate a "suspicious death" investigation (See homicide procedures Chapter II Section 6.1.3).

1. Examine the victim to ascertain if the victim is dead. If death is not obvious, call for paramedics and attempt to revive.

2. If a death has occurred, seal off the crime scene and make notifications.
### 6.1.21 Incident Report Form

**IDAHO STATE UNIVERSITY**

**Law Incident**

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<th>Responding Officer(s):</th>
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**PEOPLE**

Code: S=Suspected Offender; A=Arrestee; V-Victim; W=Witness; C=Complainant

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</table>

Occupation: 

Veh Desc: 

Veh Plate: 

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**Code:**

Name: 

Address: 

C,S,Z: 

Home #: Work #: 

DOB: SSN: 

Sex: Race: Ht: Wt: Hair: Eyes: 

Occupation: 

Veh Desc: 

Veh Plate: 

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**Code:**

Name: 

Address: 

C,S,Z: 

Home #: Work #: 

DOB: SSN: 

Sex: Race: Ht: Wt: 

Hair: Eyes: 

Occupation: 

Veh Desc: 

Veh Plate: 

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**Code:**

Name: 

Address: 

C,S,Z: 

Home #: Work #: 

DOB: SSN: 

Sex: Race: Ht: Wt: Hair: Eyes: 

Occupation: 

Veh Desc: 

Veh Plate: 

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**Code:**

Name: 

Address: 

C,S,Z: 

Home #: Work #: 

DOB: SSN: 

Sex: Race: Ht: Wt: Hair: Eyes: 

Occupation: 

Veh Desc: 

Veh Plate:
Code:
Name:
Address:
C,S,Z:
Home #: Work #:
DOB: SSN:
Sex: Race: Ht: Wt: Hair: Eyes:
Occupation:
Veh Desc:
Veh Plate:

Distribution ____________________
Working Overtime Events

7.1 Policy

The working of extra duty events is a privilege that may be rescinded and disciplinary action, up to and including termination may be taken if an employee fails to report for duty, falsifies time worked, violates established policy and procedure, or makes inappropriate arrangements for another agency, department, or individual to work an event.

7.1.2 Reporting for Duty

Any employee assigned to work a special duty assignment shall report for that duty on time and in the appropriate uniform. If an employee is delayed for reporting, a telephone call shall immediately be made to Communications explaining the reason for the delay. Communications shall notify the on-duty supervisor of the delay.

Any employee who fails to report for a scheduled assignment is subject to the loss of overtime event privileges as well as disciplinary action up to and including termination.

No employee shall leave an assignment without first securing supervisory permission or appropriate relief.

7.1.3 Emergency or Illness

If an employee is unable to work a scheduled event due to illness or other emergency, Communications shall be immediately notified, prior to the scheduled shift. Communications shall make the on-duty shift supervisor aware of the call.

It will be the on duty/special event Commander's responsibility to make arrangements for coverage. For smaller scale events, the on-duty supervisor may contact the Sergeant assigned supervision of special events coordination or the Special Events Coordinator to assist with rescheduling.

7.1.4 Requesting of Outside Agencies

No employee other than those designated by the Director shall have the authority to call another law enforcement agency to request overtime law enforcement assistance.
7.1.5  Radio In Service

All employees working overtime events, where no event commander has been established, shall go in service (10-8) on the radio with their respective identifier and their duty location. At the conclusion of the duty/special event, the employee shall inform dispatch via radio when he/she has completed or is leaving the assignment.

7.1.6  On-Duty or Event Supervisor's Responsibilities

Communications is responsible for periodic checks of employees working special assignments. Communication shall also be given a roster of personnel assigned to overtime activities by the Office Specialist assigned to special event coordination. Communications personnel should be aware of the areas where special duty assignments are scheduled. If dispatchers do not receive communication from an assigned employee after 15 minutes of a scheduled report time, they should check the list and attempt to contact that employee by radio. If no answer is received, the on-duty shift supervisor shall be informed.

7.1.7  Limitation of Hours

Employees shall not engage in outside or overtime events, unless ordered, more than 25 hours in one week unless on vacation or compensatory leave for that entire week.

Employees on vacation or compensatory time engaging in outside employment will have a minimum of eight continuous hours of rest immediately prior to return to duty.

No employee may work more than 20 hours in a single day - to include regular duty and extra duty assignments.
Departmental Fiscal Management

8.1.1 Responsibility

The Director is empowered as having the authority and responsibility for the fiscal management of the Department. Funding to the Department is granted by the legislature, and allocated by the President of the University.

8.1.2 Fiscal Management

The Director is responsible for the financial supervision of the Department. The daily responsibilities of budget operation are the responsibility of the Department's Administrative Assistant.

8.1.3 Administrative Assistant - Responsibilities

The Administrative Assistant shall be responsible for assisting with the preparation of the annual budget, daily supervision of internal expenditures, and related controls, as well as serving as the Departmental liaison with the Budget Office, and various Fund Accountants of the University.

8.1.4 Fiscal Management Component

The Department does not have an established fiscal management component.

8.1.5 Budget Preparation

The budgeting process for the University is ongoing. To adequately prepare to meet the changing needs of the Department, the Division Commanders are responsible for assisting in the preparation of the budgeting process as required by the Director to meet the functional goals and objectives of the Department.

8.1.6 Division Commanders - Responsibilities

Division commanders will submit to the Director, via the chain of command, a proposal for an operational budget for their respective divisions. Proposals shall be on a date specified by the Director, and each proposal must include a brief review of the needs of the area of operation as well as justifications for funding.
Division commanders should also include any information they feel is pertinent to retaining a specific program or function. If the division commander feels that a program or function is not worthy of continuing, a justification for the termination request shall accompany the recommendation.

8.1.7 Budget Requests

Division commanders will submit written budget requests based upon the need for equipment for the division(s). Budget requests should also include a justification for each item.

8.1.8 Emergency or Supplemental Funding Requests

Emergency funding requests will be made by the Director. All such emergency requests will be in writing, specifying the need for the supplemental funding and the amount requested.

8.1.9 Purchasing Procedures

Established University purchasing policies will be followed to include:

1. Obtain only the necessary supplies, equipment and services at the lowest cost to the University consistent with quantity, quality and availability of the items at the time of purchase. The departmental requisition officially initiates the purchasing process within our system.

2. To facilitate the purchase of frequently purchased and/or low dollar items, University Purchasing has established mandatory statewide contracts which generate substantial savings. A list of these contracts can be found on the University’s Purchasing home Page.

3. Idaho State University uses Purchase Orders exclusively in doing business with vendors.

4. The “petty cash” fund may be used for small purchases under $100.

5. $1 - $300 - A $300 Purchase Order may be used in acquiring incidental supply or equipment orders placed immediately by the department. The orders may not exceed $300 (go to the Purchasing home Page for more detailed information).

8.1.10 Criteria for Purchases over $300

1. Items of $301-$5,000
   a. These orders require an electronic requisition in order for Purchasing to issue a Purchase Order.
   c. These items can also be purchased on a purchasing card if the amount of the purchase is within the cardholders purchasing limit (go to the Purchasing home Page for more detailed information).
   d. Purchases between $1500 and $5000 may be bid at the buyer’s discretion.

2. $5001 - $50,000
   a. Purchases in excess of $5000 require a bid process to include at least three vendors' (three of which are from Idaho) quotations. These orders require an electronic requisition in order for Purchasing to issue a Purchase Order.
c. The lowest responsible bidder is awarded a purchase order or contract, which in most cases is the same document.

d. The determination of lowest responsible bidder is based on the lowest price bid for the goods or services meeting the specifications consistent with quality, service and delivery requirements (go to the Purchasing home Page for more detailed information).

3. **$50,001 and up** - A State of Idaho Requisition will be forwarded to the Division of Purchasing.

### 8.1.11 Vendor Selection

The Purchasing Department maintains a list of vendors. Invitations to bid are solicited from these vendors to stimulate viable competitive bidding.

Requisitioning departments are encouraged to suggest sources of supply for unusual items. Authority for the final selection of the vendor, however, shall be left to the Purchasing Department, which will make its decision in the best interest of the University.

With a sole source purchase, documentation may be required to justify why the technical characteristics inherent to an item make it essential to a project, thus giving it preference over another brand of lower cost but similar capabilities. Final responsibility in determining whether an item is proprietary and may be purchased from a sole source rests with the Purchasing Department.

For more detailed vendor information visit the Purchasing home page.

### 8.1.12 Accounting

The director has the approval authority for each program account (i.e., Special Events, Parking, Security, CCTV/Escort, Safety, Bengal Card, etc.).

### 8.1.13 Account Activity Reports

The University’s Accounting Department will generate and provide the director with monthly statements of account activity to include the following:

a. initial appropriation of each account;
b. balance of each account at the beginning of each month;
c. expenditures and encumbrances made during the month; and
d. the un-encumbered balance.

The University’s Banner an Argos systems may be used to facilitate quick retrieval of information on income and expenditures for each account.
Emergency Purchase or Rent of Equipment

There are times when there will be a need to purchase or lease equipment, after hours, in an emergency situation. This policy will address the proper procedure for procuring such items.

8.2.1 Emergency Situation

The Director must determine that an emergency situation exists, and that procuring such items is necessary for the safety/security of the University or personnel in the institution.

Under no condition will an employee purchase or enter into a rental agreement without first securing authorization from the Director.

8.2.2 Non-Emergency Situation

Under normal conditions, established purchasing policies shall be followed.

8.2.3 Vendors

University approved vendors should be utilized whenever possible in these emergency situations. If the necessary equipment is not available, or the vendor is closed for business, any vendor may be utilized.

8.2.4 Payment or Rental

The Director or his designee will be the only people authorized to make such purchases or rental agreements. Charges should be made to the Department.

If the vendor will not make a direct charge, the Director or his designee may charge the cost of the equipment/rental on his/her credit card, and submit that receipt for reimbursement.
OPERATIONS PROCEDURES MANUAL

TITLE: ADMINISTRATION
Fiscal Management of Cash

CHAPTER: II
SECTION: 8.3

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Fiscal Management of Cash

8.3.1 Maintenance of Funds

Cash is maintained for the purpose of collection of fees from parking, traffic fines, parking registrations, the sale of permits, and payments of fines. These funds are restricted solely for the purposes described above.

Idaho State University Public Safety maintains a "petty cash" fund, a parking booth change fund a day shift change fund and a night shift change fund. Cash funds will be maintained within the Public Safety Office with the exception of the change bag that is transported each day to the Information Booth.

Each day at 1500 hours, all monies will be collected and a Daily Reconciliation Sheet will be completed with receipts to verify balances. Monies will be deposited into the established accounts. Receipts shall be maintained by the Public Safety Office.

8.3.2 Cash Drawer

The amount of cash maintained in each cash drawer, for the purpose of making change shall be:

A. Day shift $100.00.

B. Night shift $25.00

8.3.3 Preparation of Financial Statements

Whenever cash or checks are received as payment for parking, traffic fines, parking registrations, the sale of permits, and payments of fines, a transaction shall be entered into the cash register by the employee accepting the money.

The Office Specialist will be responsible for the preparation of deposits and prepare a Daily Reconciliation Worksheet and auditing of funds on a daily basis. Copies of all financial transactions will be maintained in accordance with established records policy.

8.3.4 Authorized Personnel—Cash

The authority for cash disbursement comes from the University’s Office of Financial Services. Any employee assigned as Parking Office or Bengal Card staff is authorized to disburse or collect cash for in regards to parking or traffic fines, sale of permits, and sale of Bengal cards. Any employee assigned to Records
Information may accept cash for payment of copying and records related activities. The Director or his designee is authorized to give cash. A receipt shall be completed for each transaction.

8.3.5 Notification of Audit Discrepancy

The Office Specialist conducting the daily audit of funds shall immediately notify the division supervisor of any discrepancy of funds.

The supervisor will be responsible for investigating the discrepancy and submit a report of findings to the Director. The report of findings will include any suggestions for improvement of handling of funds and recommendations for disciplinary action if appropriate.

8.3.6 Receiving Cash for Safekeeping From Other Departments

The following procedure should be followed anytime money is transferred to the Department of Public Safety for safekeeping:

A. The money is to be counted in the presence of the officer receiving the money and the person relinquishing the money.

B. When the total is agreed upon by both parties counting the money, a Property Receipt is to be filled out indicating the transfer of money and the amount.

C. The money is to be immediately placed in an Evidence Locker. A Lost and Found Locker is not to be used.

8.3.7 Cash Obtained as Evidence or Found Property

Cash obtained as evidence or found property may be collected by any employee of the Department and submitted to Property and Evidence in accordance with Property/Evidence Policy (Chapter III, Section 5.6).

The amount of cash shall be printed on the property receipt and the officer shall sign it.

8.3.8 Found Property—Cash

A copy of the property receipt as well as the signature of the finder claiming the money shall be placed in the original case file.

8.3.9 Evidence—Cash

Cash obtained from criminal cases that are ordered by the judge to be converted to the Department shall be placed in the established special account. Copies of the deposit shall be attached to the property receipt and submitted to the original case file.

The cashier will be responsible for the preparation of the deposit and the actual deposit.
8.3.10 Cash Expenditures

Cash Vouchers will be issued to customers for overpayment of parking/traffic fines or refunds of parking permits. The customer will be instructed to take the original to the Cashier’s Office for a refund. A copy of the Cash Voucher will be kept on file for auditing purposes.

If petty cash funds are used make sure they are signed for and obtain a receipt and any change, where applicable. The petty cash fund will be reconciled on a monthly basis. A Petty Cash Reimbursement Sheet and requisition will be sent Accounting who will issue a check to replenish the fund.

8.3.11 Audit of Department Fiscal Control Procedures

ISU’s Auditing Services will conduct audits of all Public Safety Accounts, including change and petty cash funds, on an annual basis, or as requested by Auditing Services.
9.1.1 Function

The Records Division shall be the official repository for records, excluding internal affairs and personnel records including medical and psychological records. This unit will report to a supervisor.

9.1.2 Records Responsibilities

Establish and maintain a filing system for all police reports, traffic accidents, traffic citations, traffic warning and equipment repair orders, criminal citations, and warrants of the Department.

A. Enter all reports, citations, and warrants into a law enforcement computer system.

B. Prepare the monthly, quarterly, and annual statistical reports as may be required for Departmental analysis.

C. Prepare case files in response to subpoenas, requests from other criminal justice agencies, University Attorneys, insurance companies, and/or the Dean of Student Affairs Office.

D. Copy and release reports to victims or other parties of interest.

E. Prepare a weekly activity summary of agency activity for the President and others designated by the Director.

F. Retain and destroy records in accordance with the approved record retention policy.

G. Review each report submitted for entry to the Record Division for accuracy and completeness.

H. Yearly statistics mandated by the Department of Education through the Clery Act.

9.1.3 Reports

Every incident which is alleged to have occurred at the University shall have a record entry made of that incident. This includes but is not necessarily limited to:

A. Citizen reports of crime.
B. Citizen's complaints (non-criminal or internal affairs).

C. Citizen's request for services when an officer is dispatched, an employee is assigned to investigate, or an employee is assigned to take action at a later time.

D. Criminal and non-criminal cases initiated by the Department.

E. Any incident involving arrests, citations, or summonses.

These reports shall include the following (see Report Writing Manual):

A. Date and time of the initial reporting.

B. Name (if available) of the citizen requesting the service, or the victim's or complainant's name.

C. Nature and location of the incident.

D. Nature, date, and time of action taken by the Department.

E. Index of stolen, recovered, found, and evidentiary property.

F. Crime Prevention and/or Safety Recommendations are to be made on every report that requires them, i.e., thefts, vandalism, personal injuries, etc. Any report that is submitted without required recommendations will be returned to the officer for completion.

9.1.4 Report Forms

The following field reporting forms shall be utilized (see Report Writing Manual):

A. Minor Service Report/Request for Assistance (MSR) (i.e. Jumpstarts, unlocks) (See Chapter I Section 7.2.6)

B. Warning Notice form (Citation Form)

C. Incident Report Narrative form (See Chapter II Section 6.1.21)

D. Motor Vehicle Traffic Accident form- Accident Report Form

E. Receipt Inventory for Property (See Chapter III Section 5.6.60)

F. Use of Force form

G. Field Contact form

H. Citation form

I. Maintenance Request form

J. Permission to Search form

Report forms shall be accurately and completely filled out. Employees shall gather enough information to accurately reflect the events as related to the officer or employee. Reports shall be written in the "first
person" and in a chronological order of events. The report should be written in clear English and in a manner easily understood by whoever reads the report. Reports should be checked for proper grammar, punctuation, and spelling.

9.1.5 Numbering System

All dispatched calls for service or officer/employee self-generated calls by the Department shall be assigned an incident number by Spillman. The incident numbering system utilized by the Department shall consist of the following:

- 01: to denote the year the case is generated (2001).
- U0: to denote the incident is for ISU.
- 0001: to denote the incident number. This number will begin with 0001 on January 1 of each year.

Example: The first incident number assigned January 1, 2001 will be 01-U00001.

9.1.6 Report Review

Prior to submission to Records for data entry and storage, each report shall be reviewed by a supervisor who will initial the report as reviewed. The Records supervisor or designee will routinely review all reports entered into the computer to insure completeness and correctness. Incorrect reports will be corrected.

Reports shall be completed and forwarded for review prior to the employee's end of duty.

Officers may, with the permission of a supervisor, complete a basic case and narrative describing the incident occurring near the end of the shift provided a physical arrest and booking and/or the crime was not:

A. A crime of violence.
B. A racially motivated or "hate" crime.

A lengthy case may be delayed being completed, with prior supervisory approval, until the following day provided the case is not:

A. A crime of violence.
B. A racially motivated or "hate" crime.

The entire case must be completed if the officer is beginning his/her days off, vacation, or compensatory time. The case must be completed within 24 hours if a delay is approved by a supervisor.

9.1.7 Reports Not Approved

If a supervisor determines that a report is not satisfactory, it shall be returned to the officer for correction or content.

If a supervisor determines that a report is not satisfactory due to grammatical, punctual, and Spillman omissions, it will be returned to Communications for correction.

If the officer has gone off-duty and is on his/her days off the supervisor shall write "not approved" and initial the report and forward it to Records. A copy of the original report shall be given to the officer with a notation of deficiencies. The case report will be corrected (on a supplemental report) within 24 hours of notification to the officer.
9.1.8 Report Distribution

Copies of each incident report shall be made each morning. Distribution will be made to the Director and others as specified by the supervisor.

9.1.9 Release of Reports

In conjunction with legal counsel for the University the following policy is established to identify the requirements for release of investigative files and incident reports of the Department of Public Safety and to establish policy and procedure for the release of this information.

A. Designated Department personnel may release copies of reports to any individual who requests a report, after a Written Request to Examine Records form is completed (See Chapter II Section 9.1.26). A supervisor may directly release the case under the following conditions:

1. The case is being investigated by another agency.
2. The case is a misdemeanor offense with an arrest.
3. The case is non-criminal in nature.
4. The case does not involve any physical violence.
5. The investigation is closed or suspended with no further leads.
6. The case is an Incident Reports.
7. The case is a Field Interviews.
8. The case is a Written Warnings.

B. The Department will defer the release of reports to the University Attorney's office under the following conditions:

1. The case is being investigated by another agency.
2. The case involves a crime of violence.
3. The case is currently under investigation.
4. The case involves a felony arrest.
5. The case involves narcotics or dangerous drugs in excess of three pounds.
6. The case involves the misuse of public funds or fraud against the University.
7. The case has unique interest to the University.

In such cases as described above, a Request for Public Inspection of Public Documents must be completed by the person making the request, and the request as well as the report will be forwarded to the University Attorney's Office. The University Attorney shall review the case and make a determination as to the release of the report. The report will be released by the Director following review and authorization.
Reports of accidents, thefts and burglaries will be routinely copied and sent to insurance companies upon their request.

C. Release of Incident and Investigatory Records

1. It is the policy of ISU Public Safety to comply with Idaho Code Section 9-338 (Public Records - Right to Examine), and the ISU Policies and Procedures (Part 5, Section II, Pages 5.2.3 to 5.2.4, Public Access to Records Policy), by promptly making available for public access and copying, at all reasonable times, information controlled by the Department, unless the information is exempted from disclosure by law.

2. The Idaho Public Records Law, Idaho Code Section 9-337 through 9-350, hereinafter "The Act," requires that all records maintained by public agencies be open to the public for inspection and copying at all reasonable times, unless the information is specifically exempted from disclosure by law.

3. Requirements

Section 9-335 exempts certain investigatory records from disclosure if the record would:

- Interfere with enforcement proceedings, i.e., an ongoing investigation;
- Deprive a person of a fair trial;
- Be an unwarranted invasion of privacy;
- Disclose the identity of a confidential source and confidential information furnished by that source;
- Disclose investigative techniques or procedures;
- Endanger Department personnel;
- Public records exempted by federal law or regulation;
- Information obtained on a person's fitness to be granted or to retain a license, certificate, permit, privilege, commission, or position;
- Records from other agencies provided to our Department for investigative purposes, such as FBI, state rap sheets, and records of any inquiries into that record are considered intelligence information and not accessible to private individuals.

b. Records of a person maintained pursuant to Chapter 18, Title 16, Idaho Code (Youth Rehabilitation Act)

(1) A parent or guardian of a minor child who is under the age of 18 at the time of the request to review the contents of the child's record may do so according to the above guidelines concerning ongoing investigations.

(2) Victims of misconduct shall have access to the name of the child, the names of the parents and the address and phone number of the parents and child.
c. Members of the Department shall make every effort to follow the Idaho Public Records Law and University policy.

d. Additional exemptions are listed in the ISU Policies and Procedures, Part 5, Section II, Page s 5.2.3 to 5.2.4 and the Idaho Code 9-340 Sections A-H.

4. Procedure/Responsibilities

a. Release of Information to Local Law Enforcement Agencies

If information is released, prepare a Written Request to Examine Records Form with only the name of record, name of officer, and date; or obtain the waiver signed by the subject of inquiry.

No limit on type of information or form in which it is given.

Original documents shall not be removed from department records unless absolutely necessary. If an original document is removed, a face sheet copy shall be made and a note written on the copy indicating who has the original.

b. Release of Information to OPM, FBI or Other Federal Agencies

No limits on the type of information or form in which it is given.

Mail or fax inquiries - Original letter or fax attached to copy of reply letter (if made) and placed in the individual's record or attached to the record in the case of single arrests.

Phone inquiries - Information shall not be given over the phone unless the person requesting the information is known and there exists some certainty that he/she is the person calling. A written request form shall be prepared by the clerk and placed in the individual's jacket, attached to the record in the case of single arrests, or attached to the appropriate record.

Inquiries made in person - The federal agency investigator will be required to show identification to dispatch, provide a Release of Information form signed by the subject of the inquiry, and prepare a Written Request to Examine Records form with the name of the subject of inquiry. If no Release of Information form signed by the subject of inquiry can be provided, then Dispatch will contact the Director or his designee for permission to complete the inquiry. Dispatch will look up the person of interest in Spillman for any related ISU incidents (i.e., suspect in a HPV violation, drug offense, etc.). If the person of interest has no record, we will let the federal investigator know. If dispatch discovers the person of interest was involved in an incident, they will ask the investigator for a copy of the waiver signed by the person of interest. Dispatch will make a copy of the waiver and then obtain authority to release the information from Steve or Linda. DO NOT give the investigator the report without authority to release from Steve or Linda.

Once permission to release the information has been obtained, dispatch will make a copy of the report for the investigator. Dispatch will place a copy of the waiver and the written request in the individual's folder, attached to the record in the case of single arrests, or attached to the appropriate record. At the completion of this process Dispatch will give the federal investigator his/her name, title (Dispatcher) and Public Safety’s address (921 S. 8th Ave., Stop 8140, Pocatello, Idaho 83209).
After any agency request, dispatch will then create a “Miscellaneous Involvement” Report in Spillman to record information on who made the inquiry and whether or not any information was found or copies released.

c. Release of Information to Private Individuals
A written request form will be provided for all information requests (except accident reports) made in person.

The form will be placed in the folder of the individual whose record is requested, attached to the record to the case of single arrests, or attached to the appropriate record.

Mail inquiries - the letter requesting the information shall be placed in the individual's jacket, attached to the record in the case of single arrests, or attached to the appropriate record.

Phone inquiries - information not subject to exception from disclosure may be given or the person requesting the information may be requested to appear in person depending upon the volume of the request. If the information is given over the phone, a written request form shall be prepared by the clerk and placed in the individual's folder, attached to the record in the case of single arrests, or attached to the appropriate record.

d. Release of Information to the Media
Members of the Department shall facilitate the work of media reporters by furnishing them with information in accordance with proper policies and procedures. Please have a cooperative attitude and a courteous explanation. When in doubt concerning the release of information, a request for clarification can be made of:

(1) The Director of Public Safety
(2) Any Public Safety Captain
(3) The Director of University Marketing and Communications
(4) University Counsel
(5) The Director of Facility Services
(6) The Public Information Officer

In the event of items considered highly newsworthy, the Public Safety Director or his designee may arrange for or authorize a press conference.

No member shall release information of a statistical nature unless it has first been approved by the Director.

Members shall not use the media as a means of publicity for personal reasons while in their official capacity.
e. **Release of Information Concerning Routine Incidents**
The responsibility for furnishing detailed information upon request to accredited members of the media concerning routine Departmental investigations and incidents shall be vested in the Director and the Captains or designated Department members. Routine releases generally contain the following:

1. Defendant information - name, age, residence, employment, marital status, and similar identifying information.
2. Violations - the substance or text of the charges and statutes violated.
3. Agency - the identity of the investigation and/or arresting agency and the duration of the investigation.
4. Victim information - name, age, and city of residence of the victim, unless in the opinion of the investigation member, the public interest would not be served by such disclosure at the time due to the state of the investigation, the nature of the case or other factors involving the safety or welfare of the victim. Whenever possible, the victim's wishes, or probable wishes, should also be considered prior to release of information concerning the victim.

f. **Release of Information Concerning Incidents not Routine**
The responsibility for furnishing detailed information upon request to accredited members of the media concerning incidents that are not routine shall be vested with the Director of Public Safety, the Director of University Marketing and Communications, the PIO and University Counsel.

g. **Accuracy of Information Released**
Members of the Department who furnish information to any persons concerning police related incidents shall be individually responsible for the accuracy of such information. Members shall, therefore, ascertain that all data describing the case, incident, arrest, identities of involved parties, and investigations is correct. Members shall be careful that such releases do not contain inaccuracies, errors, improper spellings, conjecture, or unauthorized speculations.

h. **Confidential Information**
No member of the Department shall communicate to any nonmember (except to members of the criminal justice system on a need-to-know basis) any information of a nature that might delay an investigation, aid in the escape of a criminal, delay in the apprehension of a criminal, lead to the removal of stolen or embezzled goods or other valuables.

i. **Civil Cases Against the Department or Members**
The sole authority to disclose or release information concerning civil cases involving the Department or its members (when the civil case against a member results from the members’ official actions) rests with the President or his designee.

No member shall discuss any civil case involving himself (when the civil case against the member results from the member's official actions), the Department, or the University, or otherwise disclose any information relating to any civil case without the specific permission of the University Counsel. This shall not be
construed to limit attorney/client relationships between a member and his attorney.

j. Approval to Release Information
The release of information other than routine, or written reports, except to law enforcement, must be approved by the Director, a Captain, or the Director's designee.

(1) Law Enforcement and Criminal Justice Agencies
Law enforcement and criminal justice agencies are excluded from needing to obtain a Request for Public Inspection provided the case is related to an official law enforcement investigation.

(2) Risk Management
Copies of reports may be released to either State Risk Management or ISU Technical Safety upon request.

(3) Dean of Student Affairs
Copies of reports may be released to the Dean of Student Affairs upon request, unless the release of such case would jeopardize an ongoing investigation. There is no service fee for the report.

(4) Residence Life
Copies of reports may be released to an administrator of residence life, for incidents occurring within the residence halls, unless such release would jeopardize an ongoing investigation. There is no service fee for the report.

9.1.10 Records Personnel Responsibilities
After receiving a Request for Public Inspection, the Director will review the report to see if the case may be directly released, or need to be reviewed by a supervisor or counsel prior to release. When authorized the case may be released and the appropriate service charge collected.

If the case needs to be reviewed, Records personnel shall inform the person making the request that the case will have to be reviewed by a supervisor or the University Attorney's Office and that the case will be available through the Director.

Records will maintain a log of every case distributed as a result of a Request for Public Information.

9.1.11 Director's Responsibilities
The Director will be responsible for the release of all cases.

9.1.12 Subpoena Duce’s Tecum
Whenever the Department is notified of a Subpoena Duce’s Tecum for the Department, the subpoena should be directed to the University Attorney's Office for service by either the on-duty Records personnel or a supervisor. An attorney will review the subpoena and forward it to our Department. The case will be copied and forwarded to the attorney’s office for final review and release.
9.1.13 Custodian of Records

The Director shall designate a Custodian of Records. The President of the University will designate a Custodian of Records for all records of the University.

9.1.14 Media Requests

The Department will continue to provide copies of incident logs for daily review by media representatives. Reports will be available only after review by the Director or a supervisor. Any request for a copy of a report by a member of the media will require the filing of a Written Request to Examine Records Form (See Section II 9.1.26).

9.1.15 Journalism Students

The Department will provide copies of certain reports, those cases which are closed by arrest, or closed with no further action, for review by journalism students. These reports will be made available only through arrangements with a supervisor, during regular business hours, or by appointment.

9.1.16 Ongoing Investigative Reports

Reports which have been assigned for follow up investigation shall have those investigations completed in a timely manner and a record of the investigation progress shall be submitted to Records within five days of the follow up investigation.

9.1.17 Privacy and Security

All records shall be subject to all State and Federal laws and regulations. The privacy and security of Criminal History Record Information (CHRI) shall be in accordance with U.S. Department of Justice Regulations, 28 Code of Federal Regulations Part 20, with regard to dissemination, completeness, access, and review.

9.1.18 CCH Information and Radio Communications

CCH information shall not be broadcast over the radio network. If information is received via the computer concerning a person's previous arrest(s) or contacts, the information provided over the radio channel is restricted.

Communications personnel or employees having information concerning officer safety may provide that information to the officer(s) over the radio. This information is restricted to:

A. Previous possession of weapons.
B. Previous acts of violence.
C. Possession of explosives or narcotics.
D. Aggressive behavior.

Information shall be relayed in a manner to adequately advise the officer, but without providing unnecessary information.

Example: Adam 45, Code 1 regarding officer safety. Subject has previous contacts for whatever UCR Offense Code or whatever officer safety information needs to be relayed.
Officers shall not inquire as to the circumstances surrounding the incident over the radio frequency, nor shall that information be relayed over the air.

Officer safety information shall be promptly relayed to the officer(s).

Information concerning past contacts such as field interviews and previous arrests shall not be aired. Communications personnel or employees having information concerning a subject will advise the officer of the information in the following manner.


This will serve as an indicator to the officer that information is available by telephone or messenger.

Civilian employees shall not request nor receive any computerized criminal history nor conduct 10-27 or 10-29 information on subjects.

9.1.19 Access to Vehicle Registration and Wanted Information

Civilian personnel may request and receive 10-28 and 10-29 information under the following conditions:

A. Information may be received while performing a public assist in the form of a jump start or key service, to verify vehicle ownership.

B. While on routine or targeted patrol when they observe a suspicious vehicle/activity and the 10-28 information is necessary to facilitate an attempt to locate, or to provide information to the responding officer. This information may also be used to eliminate a vehicle as being suspicious.

9.1.20 Misuse of Official Records Information

Inappropriate use of official records will result in disciplinary action up to and including termination.

9.1.21 Records Retention

The University has a schedule for retaining records on file with the State and is consistent with all legal requirements of State and Federal law. This schedule is maintained by Records. Hard copies of reports will be destroyed by shredding or burning only with approval from Legal and final approval from the Director of Public Safety. (See ISU Policies and Procedures Part 5, Section V).

9.1.22 Expunging Records - Adults and Juveniles

Upon receipt of an official court order for expunging of an official record, the Records supervisor will be responsible for ensuring the prompt expunging of the record(s) described in the court order.

Juvenile records, after the subject turns 18, are to be purged immediately (except for traffic arrests, tobacco, alcohol, drugs, firearms or when subject is charged as an adult).
9.1.23 Development, Modification, and Approval of Forms

All forms used by the Department shall be approved by the Director. Each form used shall conform with the record maintenance and data processing requirements of the Department.

9.1.24 Cash Handling for Copies of Records

The Records Division routinely accepts money for the cost recovery of copies of records sent to insurance companies, victim's request for records, fees collected for fingerprinting applicants, etc.

A two-part receipt book will be maintained to record the funds as they are accepted. Deposits will be made on a weekly basis. Records personnel will forward the monies to the Cashier’s Office, who will make the deposit. The invoice for the deposit will be maintained by the Administrative Assistant, who is responsible for all account maintenance. The Administrative Assistant will audit the receipt book to ensure the balances are correct, as the invoices are reviewed.

Each deposit must reconcile with the receipts for the previous week. Any discrepancy shall be reported, in writing, to the supervisor. No private moneys will be co-mingled with these funds at any time.

The funds are to be kept in a locked container and only Records personnel will have access to the key.

9.1.25 Access to Records Division

Access to Records is limited to personnel assigned to Records, supervisors, and Communications personnel (in extraordinary situations).
ISU PUBLIC SAFETY
Written Request to Examine Records

Name: ___________________________ Phone #: (______)______-_________
Address: __________________________
City/State/Zip: _______________________

I request to examine ____ or copy ____ the following record:

Date of Incident: _________________ Incident #: _________________

Signature: ___________________ Date: ___________________

*****************************************************************
For Public Safety Use Only
☐ Released
☐ Denied

Report reviewed/released by: ______________________________

DO NOT RELEASE CHECKED AREAS

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Additional Information:
Released To: ___________________________ Signature: ___________________________

Please Print
Date: ___________________
Records Division Operations

9.2.1 Records Availability

Routinely, access to records information is available by terminal to Communications personnel and supervisors 24 hours daily. On those occasions when records is closed and immediate access is necessary for a paper file not maintained in the computer, the patrol supervisor and dispatch shall have the authority and permission to enter records on an as needed basis.

All records will be maintained in a central repository. This repository will be the Spillman computer owned and operated by the Department. Those few forms that are not adaptable to the computer will be filed in a file folder with the report number noted on the outside of the folder in records and in numerical order.

Each name entered into the records of the Department will be maintained in an electronic master name index in the Spillman computer. This index will include a listing of all documents in which the person has been named. All victims, complainants, suspects, witnesses, investigative leads, arrestees, and anyone mentioned in a report shall have their name entered in the master name index file.

The Spillman computer is capable of indexing activity by location and incident type.

A criminal history file shall be maintained on each person involved in an incident on ISU campus.

A modus operandi file may be available through the Spillman computer.
Maintenance of Original Records

9.3.1 Policy

All reports including miscellaneous incidents, field interviews, citations, and written warnings will be processed by the end of the officer’s normal tour of duty and forwarded for processing. Exception to this policy will be in cases of an accident occurring one hour prior to the end of shift, or the report is of such magnitude, that with prior supervisory approval the case may be written within the following 24 hours. In cases where the report is going to be delayed, the officer must at a minimum complete:

A. Basic case fact sheet.
B. Complete a synopsis of the incident listing the basic facts.

The officer must complete the case the next working day, or within 24 hours of the incident. If the officer is scheduled for regular days off, vacation, holiday, or compensatory time off the next day the complete report shall be completed prior to the officer going off-duty.

Officers who are assigned follow-up investigations may retain original supplemental reports in accordance with an ongoing investigation for no more than ten days.

9.3.2 Juvenile Records

All adult and juvenile arrests will be entered into Spillman. The computer maintains partitions among all files. In the event a paper file must be maintained on a juvenile, the file will be maintained in a separate, secure file in the Records Division. Access to juvenile records is limited to officers investigating a specific crime/incident, Records personnel, and the Director.

9.3.3 Records and Records Management

The Records Division shall compile statistical information to be collated into a series of monthly, quarterly, and annual reports.
9.3.4 Uniform Crime Report

The Department does not participate in the National Uniform Crime Reporting (UCR) System. The local police report data to the state system on a monthly basis for inclusion in the UCR System. The Department will comply with the UCR system requirements. UCR reporting for incidents occurring on campus will be reported by the local police department. Reporting requirements for the Campus Crime and Awareness Act will be a coordinated effort between the Department and the local police.

The Department’s statistical analysis shall include all Part One crimes as defined by the Federal Bureau of Investigation - Uniform Crime Report (UCR) as well as other offenses, Part Two crimes are not required by UCR, neither are non-criminal activity reports.

9.3.5 Monthly, Quarterly, and Annual Reports

Information to be calculated shall include:

1. Accidents:
   a. private
   b. residential
   c. occupational
   d. other

2. Animal Problems

3. Assaults:
   a. simple

4. Bomb Threats:
   a. residential
   b. academic building
   c. other

5. Civil Matters
6. Deaths:
   a. accidental
   b. motor vehicle
   c. suicide
   d. suicide attempt

7. Disorderly Conduct:
   a. fighting
   b. noise
   c. other

8. Drug Related Offenses:
   a. possession of marijuana
   b. possession for sale
   c. other

9. Embezzlement

10. False Reports to Police

11. Fires/Explosions:
   a. residential
   b. academic
   c. vehicle
   d. other

12. Fireworks

13. Forgery

14. Fraud

15. Identification Card, Unlawful Use
16. Interference:
   a. educational institution
   b. police officer
   c. all other

17. Juvenile Offenses:
   a. minor in possession (alcohol)
   b. trespassing
   c. skateboarding/bicycle
   d. other

18. Liquor Violations:
   a. Minor in possession
   b. Drinking in public
   c. DUI

19. Motor Vehicles:
   a. civil traffic citations
   b. criminal traffic citations
   c. driving under the influence
   d. written traffic warnings
   e. equipment repair orders
   f. other

20. Offenses Against Family/Children
21. Sex Offenses:
   a. indecent exposure
   b. lewd/lascivious conduct
   c. all other

22. Stolen Property:
   a. soliciting, sales
   b. buying
   c. receiving
   d. possession

23. Harassment

24. Suspicious Activity:
   a. persons
   b. vehicles
   c. all other

25. Telephone:
   a. annoying/threatening
   b. obscene
   c. 911
   c. all other

26. Traffic Related Offenses:
   a. traffic accidents - surface streets:
      (1) personal injury
      (2) property damage
(3) fail to notify/leaving the scene

(4) all other

b. non-traffic accidents - private property:

(1) personal injury

(2) property damage

(3) fail to notify/leaving the scene

(4) all other

27. Trespassing:

a. academic buildings

b. residential

c. other

28. Unfounded Incidents

29. Vagrancy - Loitering

30. Vandalism - Criminal Damage:

a. University property

b. private property

c. other

31. Weapons Violations:

a. carrying

b. possession

  c. concealed

  d. other
32. "Hate Crimes":
   a. race
   b. color
   c. religion
   d. national origin
   e. sexual orientation
   f. gender
   g. disability

Part Three of the report will include informational or administrative information as follows:

A. Addendum reports
B. Blue Light Emergency telephone responses
C. Building checks:
   1. on-campus
   2. off-campus
D. Field Interrogations:
   1. on-campus
   2. off-campus
E. Persons Banned
F. Key Services
G. Miscellaneous Reports
H. Money Escorts
I. Other Agency Arrests
J. Other Agency Assists
K. Property:
   1. found
   2. lost

L. Public Assists

M. Public Hazards

N. Report Copies:
   1. public - insurance companies
   2. other criminal justice agencies
   3. University community
   4. officer for court
   5. other

O. Sick Cared for:
   1. physical
   2. mental
   3. other

P. Subpoenas:
   1. criminal
   2. non-criminal
   3. traffic

Q. Statistical - Historical Research:
   1. other criminal justice agency
   2. Departmental
   3. all other
R. Telephone Calls Received:
   1. emergency direct line
   2. emergency 911
   3. emergency call box
   4. administrative information
   5. administrative transfer

S. Towed Vehicles:
   1. by Parking and Transportation
   2. all other

T. Warrants Obtained:
   1. criminal
   2. non-criminal

U. Warrants Cleared:
   1. arrest
   2. quashed by Court

V. Citations
   1. parking
   2. moving

W. Crime Prevention Surveys

X. Community Contracts

Y. Warning Notices

Z. Care follow-up

AA. Bike mileage
Privacy of Information (FERPA) - Campus Security Act

9.4.1 FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) limits information that a person can receive from an educational institution regarding an enrolled student. This General Order will clarify information that can legally be received by this Department or any other law enforcement agency (see Records Division/General Records Management, Chapter II, Section 9.1).

9.4.2 Directory Information

The University has designated the following information as "public" or "directory information." Refer to the Dispatch Rolodex for current listing or the current class schedule. This information may be released by the Registrar's Office:

A. Name
B. Address
C. Telephone number
D. E-mail Address
E. Date and place of birth
F. Weight
G. Height
H. Class Level
I. Major field of study
J. Enrollment status (full or part time student)

K. Participation in officially recognized activities and sports

L. Member of athletic teams

M. Dates of attendance

N. Degree(s) Received

O. Honors and awards received

P. Most recent/previous educational agency or institution attended by the student

The above information may be disclosed by the University for any purpose at its discretion.

Enrolled students may withhold disclosure of directory information under FERPA. When this information is "flagged" no information may be received by this Department except in emergency situations (See Emergency Situations, Section 9.4.5).

### 9.4.3 Exceptions When Not to Disclose Information

A. When anyone's safety could be jeopardized.

B. When the integrity of an investigation and/or subsequent prosecution could be jeopardized.

C. When a confidential source would be revealed.

D. When limited internal personnel matters are involved.

E. When release of such information jeopardizes the privacy rights of sex crime victims, juveniles, or persons who are mentally ill.

### 9.4.4 Parking and Transportation

Information concerning vehicle parking stickers, vehicle registrations through the University, or other records maintained by Parking and Transportation are available to Public Safety and other law enforcement agencies.

### 9.4.5 Emergency Situations

In cases of extreme emergencies involving the potential of death or a danger to the community information concerning a student may be obtained from student info or the Registrar's Office, during regular working hours or the Dean of Student Affairs Office after hours. Prior supervisory permission from the Director is required before contacting a representative from either office and before releasing any information. It shall be necessary to fully document the exigent circumstances in a case report.
9.4.6 Routine Inquiries for Public Information

The Department employees may utilize "directory information" to aid in an official investigation.

9.4.7 Campus Safety Security Act - Requirements

The University, in compliance with the Jeanne Clery Act (See 20USC 1902f), is responsible for compiling and publishing crime statistics annually for the following crimes and arrests:

A. Criminal Homicide (murder, non-negligent manslaughter and negligent manslaughter)
B. Robbery
C. Sex Offenses (forcible or non-forcible sex offenses)
D. Aggravated Assault
E. Burglary
F. Motor Vehicle Theft
G. Arson
H. Liquor Law Violations
I. Drug Abuse Violations
J. Illegal Weapons Possession
K. Hate Crimes

The Director will be responsible for the publishing of this statistical information. These statistics will be published and distributed in the annual report, as well as through handouts available through the Department.

9.4.8 Comparison of Current Reporting Period to Previous Reporting Period

The report shall include a comparison between the present period and the previous time period for the preceding year in a year to date format.

9.4.9 Arrests

The report shall indicate the number of arrests for the period, for the respective crimes.
9.4.10 Timely Warning Policy

The timely warning procedure is to assure the timely dissemination of criminal information reported to Public Safety regarding activities that may represent a threat or may be harmful and unsafe for the university community, and to aid in the prevention of similar threats or occurrence of crimes.

Timely warnings will include crimes that occur:

On Campus -
“Any building or property owned or controlled by the university within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and

Any building or property that is within or reasonably contiguous to the area identified in paragraph (1) of this definition; that is owned by the institution but controlled by another person, is frequently used by students, and supports university purposes such as food or other retail vendors.”

Non-Campus Building or Property -
“Any building or property owned or controlled by a student organization that is officially recognized by this institution; or

Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, if frequently used by students, and is not within the same reasonable contiguous geographic area of the institution.”

Public Property -
“All public property, including thoroughfares, streets, sidewalks and parking facilities, that are within the campus or immediately adjacent to and accessible from the campus.”

It should be noted that not all crimes are reported to Public Safety. In some instances the report is made to the local police department in which case there may be a period of time before Public Safety becomes aware of the report. Every effort will be made to coordinate with the local police for timely warnings.

Crimes that fall under the Timely Warning Procedure are as follows, but are not limited to:

Homicide
Sex Offenses
Robbery
Aggravated Assault
Burglary
Motor Vehicle Theft
Arson
Negligent Manslaughter
Hate Crimes
The Public Safety Director or his designee will be notified as soon as possible for concurrence when a timely warning is thought to be in order. The type of media to be used for dissemination and wording of the warning must be approved in advance by the Director or his designee.

Types of dissemination are as follows:

- E-Mail
- Phone Mail
- Public Safety Web Site
- Campus Watch Newsletter
- Campus Radio Station
- Public Notices Distributed by Hand or Posted in Affected Areas of Campus

**Timely Warning Procedure**

The dispatcher will receive the report of criminal activity and dispatch the officer (reports may be received by other office personnel or personally by the officers).

The officer will report any incidents to the Shift Supervisor that meet the timely warning criteria.

The Shift Supervisor will review the incidents on a shift to determine if they meet the criteria for a timely warning and will contact the Director or his designee for concurrence.

The Director will approve the type of media and the wording for the warning.

The officers and/or office staff on duty will carry out the timely warning in the manner in which the Director or his designee has established.

Timely warnings for incidents that occur in on-campus student residences will be coordinated with Housing.
Disposition of Cases Presented for Prosecution

9.5.1 Officer’s Responsibility

Each officer is responsible for completing a supplemental report following the adjudication or indictment of any person in connection with a Department case.

This supplemental report will include the following:

A. Date and time the case was presented or heard

B. Before whom the case was presented

C. Action taken:
   1. Refusal by Attorney to issue
   2. Grand Jury result(s)
   3. Court decision

D. Why the action was taken, if known

Supplemental reports will be completed prior to the officer going off-duty.

9.5.2 Cases Presented to the City Attorney

To ensure a quality control of criminal cases presented to the City Attorney's Office, the Department shall adequately document the reason(s) for the Attorney's Office decision to dismiss or not to prosecute cases filed by officers of the Department through the local police.
A. **Case Presentation**

When a case is presented to the Attorney's Office in a case presentation, and the case is declined for prosecution, the officer shall:

1. Document in a supplemental report the reason for the decision not to prosecute -- i.e., lack of probable cause, officer misconduct, law enforcement mishandling, lack of jury appeal, or other specified reasons.

2. In cases involving officer misconduct or law enforcement mishandling of a case, an officer’s report shall also be completed and attached to a copy of the supplemental report and forwarded through the original officer's chain of command to the appropriate review.

B. **Supervisors’ Responsibility**

Supervisors will read each officer's report and make comments as necessary and forward the respective report through the chain of command. In cases of officer misconduct, the division Captain may request an internal administrative investigation into the misconduct.

C. **Dismissal of Charges**

In cases that involve the dismissing of charges due to officer or law enforcement misconduct, the same procedure shall be followed as above.

In cases involving the dismissing of charges due to lack of probable cause or lack of jury appeal, the exact reason(s) for dismissal shall be documented in a supplemental report.

D. **Review of Supplemental Reports**

Supervisors are responsible for review of all supplemental reports. In cases involving dismissal of charges, where there is a question in the approving supervisor's opinion as to a breach of policy/procedure or officer impropriety, the supervisor will make the next level in the chain of command aware of the report for review and possible corrective action if necessary.

E. **Policy Review**

In cases involving dismissal or failure to file criminal charges due to an improper policy/procedure or training problem, it will be the officer’s responsibility to fully document the discrepancy, and will then be the responsibility of the division Captain to take steps to correct the policy/procedure as necessary, or to establish training as appropriate to prevent further reoccurrence.

The Captain will report all such courses of action to the Director.
9.5.3 Disposition of Court Cases

Following any court appearance by an officer, as a result of a criminal case, the officer is responsible for completing a supplemental report containing:

A. Date and time of the trial
B. Disposition of the case
C. Explanation, if necessary

9.5.4 Records Division Responsibility

The Records Division will maintain a record of the disposition of all cases submitted for prosecution.

This may be accomplished by a supplemental report written by the officer responsible for the prosecution or by a notice from the Attorney's Office concerning the case disposition. These records shall be filed with the original case report in the Records Division.
Citations/Warning Notices

9.6.1 Maintenance in Storage

The personnel assigned to Records are responsible for issuing citations/warning notices to the officers.

9.6.2 Policy for Obtaining

Officers in need of citations/warning notices are required to sign for a numbered book of citations. Citations may be obtained from Records, during regular working hours, or from a Sergeant or division commander.

Books of citations may be signed out to Sergeants and Lieutenants. They are responsible for all citations, until they are signed for by another officer.

Citation books issued by a Sergeant or Lieutenant will be further accounted for by being signed for by the officer receiving the citation booklet. The individual supervisors are required to maintain a sign-out sheet of citations issued, and forward that list to Records by the first day of each month for updating of citation records.

9.6.3 Accountability

Each citation shall be accounted for either by being issued to a violator, or voided. Any voided citation shall be returned, with all copies intact, to the Records Division for filing.

Unissued citations will be the responsibility of Records. Citations will be secured in the Records Division until issued.

9.6.4 Annual Audit - Citations

In January of each year, Records personnel will conduct an audit of citations written and voided. Those unaccounted citations will be documented and referred to Records for accounting.
9.6.5 Records Responsibility

Records personnel are responsible for the preparation of citations for delivery through the established system, entry into the computer system, and filing.

All citations shall be entered into the computer and the originals sent through the system in a timely manner.
Accountability of Agency Forms

9.7.1 Functional Responsibility

Accountability of Departmental forms will be the responsibility of the Records Division.

9.7.2 Departmental Forms

An employee of this section will be responsible for periodic inventory and review of all Departmental generated forms. Ordering of forms should be completed in July, and the quantity ordered should be estimated for a one year period.

9.7.3 Annual Audit of Forms

Annually, in July, forms will be reviewed to ensure that they are current. Those found to be outdated will be deleted from stock.

The procedure to determine if a form is still current will be to check the print date located on the form, and to verify with the issuing agency for validity of the report(s). If the report is no longer being used or has been revised, the old stock on hand will either be returned to the agency of origination or be disposed of by shredding.

Department forms which are no longer applicable will be brought to the attention of Records. Those forms will be replaced with those that are valid. Outdated stock will be shredded.

When directed to modify an existing form, Records will insure the mandated changes are enacted.

9.7.4 Other Agency Supplied Forms

Records personnel will be responsible for securing forms that the Department uses. The division will further be responsible for maintaining a stock of forms in Property.
9.7.5 New Form Development

Proposals for establishing new forms will be brought before staff for review and consideration. When a need for a new or different type of information gathering form is identified, the Director or his/her designee will assign the matter to the supervisor of Records.

The supervisor will determine the personnel best suited for the task based upon the area impacted by the information needed or the statistical facts to be gathered. The supervisor will meet with the assigned personnel and present the needed information.

Once a form is drafted, it shall be returned to the Records supervisor for staff review and approval.

Records will be responsible for having the form proofread, approved by the Director and printed in accordance with established policy. The new form will become part of the Departmental inventory.

Suggestions of ideas for change within the Department concerning a form will be forwarded to the Director via an officer’s report. If the idea or suggestion is a valid request, the Director may direct the supervisor of Records to draft a copy for review by staff.

If the impact of the form is complicated, the Director may assign a review committee to review and comment on Departmental impact. Following this review, the Director will determine the need for the creation of a new form.

The Director may introduce a new form at any time.
Traffic Engineering

10.1.1 Responsibility

The traffic engineering function is the responsibility of Parking and the City Traffic Engineering Department. Public Safety will work closely with these departments, through frequent interaction and sharing of traffic related information.

10.1.2 Review of Traffic Accident Reports

An officer assigned to patrol will be responsible for the monthly review of all traffic accidents occurring upon the roadway. He/she will be responsible for analyzing each accident reported:

A. Cause of accident.

B. A need for special enforcement activity to eliminate or reduce traffic hazards/violations. This recommendation should be forwarded to the Captain via the chain of command.

C. Modification of an existing traffic engineering problem. A recommendation should be made through the chain of command and forwarded to the Captain, who will forward the recommendation to the University traffic engineers.

D. Prepare a monthly analysis of traffic accidents occurring on University dedicated streets, which will be forwarded to the Parking Office.

The Captain will serve as liaison to the City Traffic Engineers as well as University officials to assist in traffic system management as applicable.

10.1.3 Complaints Concerning Traffic Engineering

If the Department receives complaints concerning traffic engineering deficiencies, suggestions or concerns, the employee receiving the inquiry should refer them to the Parking Office. If the person does not wish to contact that office, the employee may take the information and forward it via memorandum to the Parking Captain.
Use of Force

1.1.1 Statement on Use of Force

Purpose

A Public Safety officer will use, responsibly, the discretion vested in the position and exercise it within the law. The principle of reasonableness will guide the officer’s determinations and the officer will consider all surrounding circumstances in determining whether any legal action shall be taken.

Consistent and wise use of discretion, based on professional policing competence, will do much to preserve good relationships and retain the confidence of the public. There can be difficulty in choosing between conflicting courses of action. It is important to remember that a timely word of advice rather than arrest (which may be correct in appropriate circumstances) can be a more effective means of achieving a desired end.

The Public Safety Department recognizes that the use of force is a legitimate, unavoidable part of a law enforcement officer’s duties. It is the intent of this chapter to establish a record of procedures for those instances, so that the Department can take a position of openly acknowledging this facet of the job, rather than giving the appearance of concealing it.

The policy and procedures governing the use of physical force are established:

- To inform officers of when they are authorized to use force in the performance of police duty.
- To preclude the unnecessary use of force.
- To protect the lives and property of the public, as well as officers of the Department.

Policy

Generally, officers of the Department can successfully and properly handle encounters with actual or suspected law violators, without employing the use of physical force. However, the Department recognizes that the use of force is an unavoidable part of law enforcement activities. Whenever possible, officers will exercise the use of verbal skills to obtain the necessary cooperation of a law violator in making an arrest.
Officers shall be firm and steadfast in the discharge of their duties, yet never excessive in the application of force. Officers may use only the minimum degree of physical force necessary to effect or maintain an arrest, or to complete any lawful duty of their office. Whenever possible, officers should maintain their own confidence and a certain psychological superiority, thereby increasing the likelihood of successful resolution of the situation.

It is the responsibility of each officer of the Department to exhaust other practical means before resorting to the use of firearms. However; officers may meet deadly force with deadly force where the use of other force would not be practical or effective, and would not put the officers in mortal danger. The use of firearms shall always be considered to be the use of deadly force.

Physical force may only be used in the performance of Public Safety duty under the following circumstances:

- Officers should use only the minimum amount of force necessary to affect an arrest or control a person. The objective of the use of force is to overcome resistance offered by an offender.

- No officer shall use deadly physical force against a "fleeing felon" or another unless the officer reasonably believes that deadly physical force is necessary in the defense of human life, including the officer's, or in defense of any person in immediate danger of serious physical injury.

- Warning shots are prohibited.

- Officers will not unreasonably or unnecessarily endanger themselves or the public in applying this policy.

This statement of policy and the accompanying rules are for internal Department use only and are not to be applied in any criminal or civil proceedings, nor do they create a higher legal standard of safety or care with respect to third parties. Violations of the rules based on this general order will only be the basis of administrative discipline, while violations of the law will be the basis for criminal and civil penalties in a court of law.

1.1.2 Reporting Use of Force

Any actual use of physical force against an individual, by an officer or any employee acting under the color and authority of office or allegation of injury/death as a result of any type of use of force, by any employee, shall be fully documented in either a case report, addendum, or officer's report. All allegations of injury shall be written to the attention of the Director within 24 hours.

In addition to the above reporting procedures, whenever any force is used against another, a Use of Force Report shall be completed and submitted through the chain of command to the Director for review and notification. The officer shall include a description of the type of force used against the suspect. This form shall be completed by the end of the officer's tour of duty.

When an officer’s use of force results in a death or serious physical injury, the officer will be removed from line duty assignment, and be placed on administrative leave. Assignment to administrative duty will be non-disciplinary, with no loss of pay or benefits. The officer will be available at all times for official interviews and statements regarding the case, and will be subject to recall to normal duty at any time after the preliminary investigations.
In all cases where deadly force (resulting in the death or serious injury to any person) is used by Public Safety Officer, the immediate supervisor will immediately notify the Director of Public Safety and Captain. The Director of Public Safety shall determine that all investigative procedures have been followed.

1.1.3 Supervisory Responsibility

Supervisory Officers shall pay particular and continuing attention to their subordinate's use of force, so as to insure that they act reasonably and follow the guidelines contained in this manual. Supervisory Officers shall implement continuing measures to insure that improper use of force is recognized and corrected through counseling, training, or (if necessary) disciplinary measures.

1.1.4 Authorized Use of Deadly Physical Force

Officers are allowed to carry firearms as authorized by the Director, with the exception of those student officers who have not completed required training as set forth in Chapter III Section 1.2

Requirements for Justifying the Use of Deadly Force:

- The Department authorizes its officers to use deadly force in the discharge of their duty only when the officer has reasonable cause to believe that the suspect has committed a felony which posed an imminent risk of harm to any person, or when the officer has reasonable cause to believe that their own, or any other person's, life is in imminent danger. If a officer can reasonably determine that these conditions are met, and uses deadly force (based upon that reasonable determination), that officer will not be held responsible for acts, later, when justification for the use of deadly force is evaluated.

- As per the United States Supreme Court’s decision in Tennessee v. Garner, 471 U.S. 1 (1985), when a law enforcement officer is pursuing a fleeing suspect, he or she may use deadly force only to prevent escape if the officer has probable cause to believe that the suspect poses a significant threat of death or serious physical injury to the officer or others.

Physical force may only be used in the performance of police duty under the following circumstances:

- When necessary to effect a lawful arrest.

- When necessary in defense of the officer's or other person's life or safety, when other means have failed or are impractical.

Officers will use deadly force when other means have failed or are impractical. The Idaho Revised Statutes shall be the standard of justification considered by this Department when its officers threaten to use or use deadly physical force (Idaho Code 18-4011; 19-610).

If the suspect is fleeing and does not constitute an apparent danger to the officer's safety or to the safety of others in the vicinity, no deadly physical force shall be used.

1.1.5 Definition of Deadly Physical Force

Deadly force is a degree of force which, if used, is likely to cause death or serious bodily injury to any person. The officer is trained, equipped, and expected to defend themselves or others against deadly force. The
officer may employ deadly force only when it appears reasonably necessary to effect the arrest and/or prevent the escape of a suspect in a felony crime (such as murder, forcible rape, robbery, or assault with a deadly weapon). Deadly force may be used when necessary in defense of the officer’s or other person’s life or safety, when other means have failed or are impractical, and there is reasonable cause to believe the suspect's escape will pose a serious threat to the safety of the citizens of the community.

Deadly physical force includes:

A. Discharge of a firearm in defense, whether or not intent exists to kill or inflict bodily injury.

B. Any force which in the manner of its use or intended use is capable of creating a substantial risk of causing death or serious physical injury.

C. Justification for the use of physical force and deadly physical force.

Reasonable Belief: A set of circumstances that would lead a reasonable or trained person to draw a logical conclusion that something is occurring or has occurred.

Serious Physical Injury: A bodily injury that involves a substantial risk of death, unconsciousness, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 U.S.C. § 1365(h)(3)).

1.1.6 Extreme Situations

In the extreme stress of a deadly force situation, a officer may not have the opportunity or ability to utilize commonly accepted police procedures and equipment. To require a officer to do so in every instance could increase the risk of harm to themselves or others. This policy is not to be construed as to restrict the officer from employing any means at their disposal in an effort to successfully overcome deadly force or the imminent threat of deadly force against themselves or any other person.

1.1.7 Review of Use of Force

The supervisor assigned to training, and the Captain shall be responsible for a review of all incidents involving the use of force. The purpose of the review is to address patterns and trends that could indicate a need for policy/training modification. The results of the view will be discussed with the Director.

Officers authorized to carry firearms will review Shoot, Don’t Shoot training material each year. In addition, officers authorized to carry firearms are to receive annual firearms training at the range during the spring of each year and qualify with firearms during the fall of each year.

1.1.8 Rendering Medical Assistance

Whenever use of force is directed against a person, and there is any evidence of injury or injury is suspected, medical assistance shall immediately be summoned by the officer who used the force, or by another officer at the scene if that officer is unable to make the request.

Appropriate first aid procedures will be used by officers at the scene until the arrival of emergency medical personnel. If the individual refuses medical treatment, this shall be noted in the appropriate police reports. Emergency medical personnel shall make the decision whether or not the individual should be transported to the hospital, and will make a recommendation to the officers as to their recommendation for transport.
If at any time an individual, who had any type of force directed toward them, advises the officer(s) that he/she has been injured, emergency medical personnel shall be immediately summoned to evaluate the suspected injury.

1.1.9 Knowledge of Policy

All officers shall be issued the general order regarding use of force prior to being allowed to carry any defensive weapon(s). The Director shall insure that each certified officer has been issued the Use of Force and Fleeing Felon General Order, and is aware of its contents. A notation shall be made in the employee's respective training file as to the date that the training was provided for each officer.

During each annual re-certification, the Training Officer shall review the Use of Force policy.

1.1.10 Incidents - On or Off-Duty

Whenever an incident occurs involving a firearm, regardless of incident location, actions that result in, or allegedly results in, the injury or death of another person; or applies force to the person through use of lethal or non-lethal weapon by an employee of the Department, the Director may inquire about the incident from the employee(s) involved as well as obtaining all incident reports associated with the incident.

1.1.11 Non-Firearms: Knives

Knives - Officers may carry a folding knife, either in their pocket or in a plain black holster with a securing flap. The holster must be plain black leather or nylon on nylon web gear and shall be worn on the gun belt. The maximum blade length shall not exceed 3.5 inches. The primary use of a knife by an officer will be as a utility tool, not a weapon.

Any use or threatened use of a knife by an officer against a person shall be used in accordance with the department's Use of Force Policy and be fully documented in an officer's report and Use of Force report addressed to the Director via chain of command.

Any use of force will be reviewed by the officer's immediate supervisor unless otherwise directed by the Director.

An officer's report to the Director via the chain of command shall be written by the officer requesting permission to carry the boot knife. The primary use of the knife by an officer will be as a utility tool, not a weapon.

The officer will notify the appropriate supervisor immediately following any incident in which a knife was used. The officer will also complete the Suspect Resistance Form (See Chapter III 1.1.14) along with a detailed incident report.

The incident report will contain the following information:

A. The facts that encompass the situation including the violation and reasons why the suspect was being controlled or detained.

B. The actions taken by the officer during the incident.
C. Why it was necessary for the officer to use force on the suspect.

D. Any injuries that occurred from using a knife.

E. What actions the officer took after the incident.

1.1.12 Less-Lethal Weapons - Specifications and Use

Purpose
The purpose of this order is to provide specifications for approved less-lethal weapons, guidelines for their use, and identification of approved techniques.

Policy
It is the policy of the ISU Department of Public Safety that, depending upon an employee’s assignment and training, Department authorized less-lethal tools will be obtainable, accessible, and available. Less-lethal is defined as a force application, which meets an operational objective with less potential for causing death or serious injury than conventional police tactics. The application of this force option requires the use of special training, techniques, and tools.

Authorized Use
The use of force by the application of less-lethal options will be individually assessed and will consider the subject’s actions, the intended outcome, and the totality of circumstances known at the time the action was taken. In all incidents, the desirable outcome is to minimize injury to faculty, staff and students, and the involved subject(s).

Authorized Types
The Department authorizes and trains its employees to use a variety of less-lethal tools Less-lethal tools currently utilized by the Department are:

1. Baton
2. Other Impact Weapons (Flashlight)
3. Oleoresin Capsicum
4. 12 Gauge Kinetic Energy Projectiles
5. Tasers

Any other type of impact weapon is deemed to be unauthorized and expressly prohibited.

Records of issuance for every weapon and all equipment will be kept by the department on a Member Equipment Issued Sheet and in an electronic database.

1.1.13 Expandable Baton

An expandable baton may be used if empty-hand control techniques have failed or are not possible under the circumstances. When the use of the baton is warranted, employees will attempt to strike the suspect’s arms.
or legs. Employees will not purposely strike or jab suspects on the head, neck, sternum, spine, lower abdomen, groin or kidneys, unless faced with a deadly force situation.

a. Each employee issued the expandable baton shall satisfactorily complete a basic baton course taught by a POST certified impact weapons instructor.
b. Recruits will receive basic baton training while in the academy.
c. Employees not previously certified in basic baton usage shall receive basic baton training during their orientation phase.
d. Employees carrying batons will successfully complete a re-certification course every year and conducted by a POST instructor.

Suspect Care
Employees who have used the baton on a suspect will not leave the suspect unattended and will provide care to the suspect until medical care is available. Fire Department paramedics will be summoned to the scene, and an on-duty supervisor shall be advised of the situation.

Notification
When an Expandable Baton is utilized, an on-duty supervisor will be notified as soon as possible, and the Use of Force Response Option Form shall be completed before the end of the duty shift.

Unnecessary Display
The officer shall not needlessly display the baton in a rude or threatening manner.

1.1.14 Other Impact Weapons: Flashlights

Flashlights are not designed as an impact weapon; however, a flashlight may be used in a baton-like manner if empty-hand control techniques have failed or are not possible under the circumstances. Employees will not purposely strike or jab suspects on the head, neck, sternum, spine, lower abdomen, groin or kidneys, unless faced with a deadly force situation.

1. Training on impact weapons will be conducted by P.O.S.T. Impact Weapons. This training shall be documented in the employee’s training file.

2. Employees who have used an impact weapon on a suspect will not leave the suspect unattended and will provide care to the suspect until medical care is available. Fire Department paramedics will be summoned to the scene, and an on-duty supervisor shall be advised of the situation.

3. Notification – When an impact weapon is utilized, an on-duty supervisor will be notified as soon as possible, and the Use of Force Response Option Form shall be completed before the end of the duty shift.

Authorized Flashlights
The authorized flashlight for the Department is a Streamlight Stinger XT standard charge flashlight with Terralux Ministar ST/EX LED Light upgrade.

Any other type of illumination device is deemed to be unauthorized and expressly prohibited.
1.1.15  Less-Lethal: Aerosol Chemical Gas Devices/Oleoresin Capsicum

Tear gas, including Chemical Mace, pepper spray, or other nonchemical spray will be carried by an officer only when authorized by the Director of Public Safety, and upon officer certification. Their use will be only in the protection of life and property when force is necessary and when all other means, excluding firearms, have been utilized without success. They will be used only by an officer who is qualified in the use of chemical and nonchemical agents as required by state law and Department procedures.

No tear gas product, including Chemical Mace, pepper spray, or other nonchemical spray will be purchased, possessed, transported, or used by the Department unless the brand name has been certified as safe for use as required by state law or POST and the officer has been certified to use it. Any use of these substances will be reported to a supervisor as soon as possible after the incident. A written report and Use of Force Form must be filed in every incident by the officer using tear gas, Chemical Mace, pepper spray, or nonchemical spray before terminating the tour of duty in which the incident occurred. This report will include:

A. Circumstances leading to the use of the tear gas, Chemical Mace, pepper spray, or nonchemical spray.
B. Date, time, name(s), and area of the body exposed to such agents.
C. Date, time, and nature of treatment given persons exposed to the agent.
D. Steps taken to assure adequate medical treatment (if irritation or other symptoms persist).

OLEORESIN CAPSICUM

AUTHORIZED OLEORESIN CAPSICUM (O.C.)

Department authorized O.C. consists of products containing a 5-10 % solution of oleoresin capiscum, a derivative of cayenne pepper. Product carrier bases and spray patterns shall be optional. CN and CS chemical repressing agents are NOT authorized for department use and are reserved for tactical situations encountered by outside agencies’ special tactics and response teams.

TRAINING REQUIREMENTS

Authorization for officers to carry and use O.C. is granted only after successful completion of training. Annual re-certification is required and will be accomplished by attending a refresher course. Failure to meet the above requirements disqualifies officers to carry or use any O.C. product.

ASPECTS OF O.C.

Is it safe?
It is made of natural products. It has no long-lasting effects. The FBI has tested O.C. and stated that it is safe to use.

Distance
O.C. should be applied to subjects from a distance of three (3) feet or more in circumstances over which an officer can reasonably expect to exercise control. The ideal use occurs between 3 and 6 feet, but it can work at longer ranges. O.C. should not be used at less than 3 feet. You are too close to have time to pull your O.C. and you may cause eye damage.
Effects
Use of the O.C. has an effect that is 30% physical and 70% psychological. What officers are trying to accomplish is to distract, disorient, disrupt activities, disperse and disable.

These are the only reasons to use O.C. Any other purposes can be considered excessive force and the officer can be held liable.

Possible Effects
O.C. can cause acute burning of the skin, eyes will close, gagging and coughing, swelling of the mucous membranes. O.C. may induce asthma, but not any worse than anything else that would trigger an asthma attack. It can aggravate a heart condition. O.C. also works on animals.

Spray Patterns
There are three patterns: the stream, cone and fog patterns.

The stream pattern will go about 5 feet further than the cone pattern. It is more difficult to use and it must make direct contact. The cone pattern allows for more uses, with less waste, than the stream pattern. It is less affected by the wind and/or other outside elements than the fogger. The fogging pattern is highly affected by the wind and gives less control on targets.

Outside Elements Effects
Officers must stand upwind to keep the product from blowing back into their face. Rain may have a limiting effect on the distance the O.C. will travel.

Seventy-two degrees is the ideal temperature for use of O.C. The colder it is, the less effective is the O.C. O.C. should not be stored in vehicles. Storing O.C. at a temperature of 120 degrees or greater can cause the canister to rupture.

Inside Effects
Officers should be conscientious about contamination effects when O.C. is used in indoors. Ventilation systems can cause O.C. contamination in undesirable areas of a building. Officers should not use O.C. inside rooms where central ventilation systems or air exchange units are in use. O.C. may be used indoors only in extreme circumstances where an imminent threat to the safety and security of people exists.

Tactics - How to use O.C.
Keep it simple.
Use it like a can of spray paint and aim for the eyes, nose and mouth.
Do not telegraph your movements or intentions. Do not warn or threaten the subject of O.C. use as they may have time to cover up.
Use a 1 to 2 second burst.
After spraying, move laterally so the subject will not know where you are.
If you have time before spraying, warn other officers in the area of your intention by shouting, “O.C.”

Recovery
Recovery will take 15-20 minutes with fresh air and cool water.

Replacement
A can of O.C. should be changed every three years, regardless of whether it has been used or not.
AUTHORIZED USE

O.C. shall not be used on any person once the person has been subdued, control has been restored and compliance gained.

Great care shall be exercised in using O.C. upon persons who confine themselves in closed spaces from which they refuse to emerge, or from which they resist being moved. Removal from closed spaces shall be accomplished as quickly as possible after the application of O.C.

Officers shall not use O.C. in any type of horseplay nor as a practical joke.

O.C. is effective and authorized for use on wild and domestic animals that present an imminent threat of injury.

USE OF FORCE CRITERIA

Deployment of a chemical weapon on an intended target should be used on a person that fits into the required level of the use of force continuum.

The five steps in the use of force continuum are as follows:

1. Presence
2. Verbalization
3. Physical force (Chances of injury go up.)
4. Impact weapons (Injury almost assured.)
5. Lethal force (Injury is certain with a great likelihood of death.)

O.C. can be used anytime from step 2, “Verbalization”, through step 5, “Lethal Force”.

PROCEDURES FOLLOWING EXPOSURE TO O.C. (Assailant/Officer)

Persons in police custody who have had O.C. applied to them shall be provided with appropriate treatment as expeditiously as possible. Verbalize to the subject what you want them to do. Assure them that they will be all right and that they will be treated.

First Aid for O.C. includes fresh air and water.

Put running water (cold) on their skin.

Dab with a wet towel. DO NOT rub!

After fresh air and water, soap can be used.

Lotion should never be used because chemicals will become trapped on the skin under the lotion.

Hot water should never be used because it will open the pores in the skin and cause more burning.

Transportation to the hospital is not required unless they request it. Treat affected officers the same way.

It is the responsibility of the officer who applied the O.C. to arrange for the flushing of the suspect’s eyes with cold water, and/or exposure to fresh air to counteract the effects of the O.C.

DEPARTMENTAL REQUIREMENTS

The officer will notify the appropriate supervisor immediately after the incident. The officer will complete the Suspect Resistance Form (See Chapter III 1.1.17). The use of O.C. will also be explained in detail in an Incident Report.

The information will include the force used, the action taken, the reason the action was taken, and what was done after the action was taken.

1.1.16 12 Gauge Kinetic Energy Projectiles (Bean bags)
The use of, or deployment of, 12 Gauge Kinetic Energy Projectiles, also known as the “bean bag,” is an escalating use of force when the expandable baton is not an option and/or distance must be maintained. The following policies and procedures will apply:

1. Request a Pocatello Police officer respond to the scene. The weapon should not be fired until a police officer is on scene and authorizes its use. Exceptions are to protect the life of bystanders, the suspect or other officers.

2. Training Requirements – Only employees who have successfully completed the Firearms Training Shotgun Certification and Qualification Course, as well as training in the use of the 12 gauge bean bag projectiles, will be allowed to deploy this firearm.

3. Supervisor Responsibility – All Patrol supervisors and acting supervisors shall carry a bean bag shotgun within their police vehicle during their normal assigned shift.

4. Ammunition Requirements – Only Department issued bean bag projectiles will be used in the bean bag shotguns. Under no circumstances will lethal ammunition be carried on, in, or with the bean bag shotguns.

5. Marking – Bean bag shotguns will be the Department issued Remington 870 Police Magnum 12 gauge. Bean bag shotgun’s stock and for end will be painted orange for easy identification.

6. Storage – Bean bag shotguns will be stored UNLOADED. Any employee who has deployed the weapon will complete an individual inspection of each round prior to loading the weapon to ensure that the shotgun is being loaded with bean bag rounds only. In all cases, the bean bag shotguns will be unloaded prior to being placed back into storage areas or case.

7. If the bean bag shotgun is handed to another employee for deployment, the bean bag shotgun must then be unloaded, the rounds re-inspected, and the weapon reloaded prior to deployment.

8. Bean bag rounds will not be fired through mediums such as glass or chain link fences due to the possibility of the bag tearing and the lead shot being released.

9. Employees should anticipate firing follow-up shots if the prior shot missed or was not effective, and should have a designated arrest team prepared for the arrest.

10. Notification – When the bean bag shotgun is utilized (bean bag is shot at a subject), the Patrol Captain or Patrol Supervisor will be notified as soon as possible and the Use of Force Response Option Form shall be completed before the end of the duty shift.

11. Legitimate Target Areas include:

   a. Primary Areas
      (1) Arms below Elbow
      (2) Lower Abdomen
      (3) Buttocks
(4) Legs

b. Secondary Areas: These secondary areas cover vital body organs and are potentially lethal at close range.
   (1) Chest
   (2) Back

c. Non-Target Lethal Areas: Any intentional impact to these areas is considered deadly force.
   (1) Head
   (2) Neck

12. Basic tactics for deployment of a bean bag shotgun:

a. Lethal force cover will be provided in all deployments of the bean bag shotgun. All officers will be trained in the “L” deployment technique utilizing arrest and cover teams during the annual firearms in-service training.

b. When an employee deploys the bean bag shotgun at the scene of a call, they will immediately notify on scene units by radio or verbally so all participants are aware of the availability of the weapon and that it has been deployed.

c. To avoid “contagious live fire,” the shooter should advise all employees that the bean bag will be fired and the operator will be the only designated shooter.

d. The subject will be advised that they are about to be shot with the bean bag.

e. Whenever possible, deploy the bean bag shotgun from a position of cover. Communicate all movements, tactics, and directions to the other employees present, including the designation of an arrest team whose weapons will be holstered on physical contact with the suspect.

f. Employees should anticipate firing follow-up shots if the initial shot(s) missed or were not effective.

g. Some circumstances may require multiple bean bag shooters be deployed for simultaneous impacts on the target.

13. Handling Suspects after Impact:

a. Suspects will not be approached until it can be done safely, in accordance with any other high-risk arrest.

b. Employees should avoid contact with suspects while a shotgun is in their hands.

c. All suspects will be immediately controlled.

d. Fire paramedics will be called to examine all subjects impacted by bean bag projectiles.
e. The subject shall be transported to a medical facility for examination, and a medical release shall be obtained. Any subject impacted by a bean bag projectile will be booked into jail or other appropriate facilities, including a psychiatric ward if necessary.

### 1.1.17 TASERS – Specifications and Use

Officers will only carry a department issued TASER and TASER cartridges and equipment. Officers shall not, in any way, alter or modify these weapons.

The TASER shall be worn only in approved holsters on their duty belt, opposite from their duty weapon. The TASER shall be clearly marked to allow for it to be differentiated from the duty weapon.

Records of issuance for every weapon and all equipment will be kept by the department. A separate sheet for each firearm will be kept. A list will be kept of each TASER serial number and the officer it is issued to.

#### Training

All officers will be required to complete training prior to being issued a TASER. All training will be completed by a P.O.S.T. certified instructor. All training shall be documented and placed in officer’s training file. All officers shall go through recertification annually.

#### Use of the TASER

The TASER may be used to control a violent or physically combative subject when an officer has cause to believe there use would be objectively reasonable force consistent with the Department’s policy to protect the subject, other persons or themselves from great bodily harm. The TASER shall not be used against a passively resisting subject.

The TASER should be used to reduce or minimize the chance of injury to the subject, other persons and arresting officer(s). In deciding whether or not to use the TASER, officers must consider the severity of the crime, if any, whether the subject poses an immediate threat to his or her own safety, the safety of officers or other persons and whether the subject is actively resisting arrest or attempting to evade arrest by flight.

Officers shall never draw both their duty weapon and the TASER.

#### Situations in Which the TASER Shall Not Be Used

a. Against a suspect already in custody unless physical resistance must be overcome.

b. A handcuffed person should not be subjected to a TASER unless they are exhibiting active aggression, or to prevent individuals from harming themselves or others and other control methods have failed or are most likely to fail.

c. The “fleeing" of a subject should not be the sole justification for the use of the TASER. The severity of the offense, threat to one’s self, or threat to others should be considered before officers use a TASER on a fleeing person.
d. The TASER should not be used against persons displaying passive resistance (passive resistance means a subject offers no physical resistance to arrest, simply goes limp, or makes no overt act of aggressive behavior). This does not preclude the use of "drive stuns" on an individual actively resisting arrest by locking arms or using mechanical devices to impede the arrest procedure at mass arrests.

e. The actual use of the TASER will require that Pocatello Police be contacted and an arrest made, a citation issued or an investigation conducted by the Pocatello Police Department.

f. The TASER should not be used when an officer believes flammable liquids or gases are present. If OC spray has been used, it will be deemed that a flammable liquid is present.

g. Drug Houses where ether is suspected to be in use.

h. Against a firearm or explosive device, except in extreme circumstances and with appropriate lethal force cover officers in place.

i. If there is a possibility of serious injury to the suspect or officer(s).

j. To threaten or attempt to gain information from a suspect.

k. To wake up a suspected intoxicated person.

l. As a “Prod.”

m. NO officer shall playfully, maliciously, or intentionally misuse the TASER in a display of power or against an individual except to gain control of a situation. VIOLATION OF THIS POLICY WILL RESULT IN DISCIPLINARY ACTION.

n. The TASER should not be used on people positioned on an elevated surface because they cannot control their fall (i.e., ledges, balconies, bridges, or steep embankments).

o. The TASER should not be used on people positioned in water deeper than 1" because they may not be able to keep their airway above the water’s surface to prevent the inhalation of water.

p. The TASER should not be used on the following individuals unless exigent circumstances exist:

- Pregnant women
- Young children, which by physical stature and size appear to be under the age of 14
- Elderly or disabled persons

q. The TASER should only be used in accordance with training guidelines and should not be aimed at the head and/or neck of a suspect if possible.

**Duties after Deployment of TASER**

1. TASER probes that penetrate the skin should be removed by medical personnel.

2. Once the probes are removed and where possible, photographs will be taken of probe impact sites and
any other related injuries and placed into evidence.

3. If the suspect has received a serious injury from the use of the TASER, the probes and cartridges will be logged into property as evidence.

4. If the suspect is not seriously injured the probes and cartridges should be disposed of as biohazard material (blood items/sharps container).


**Reporting Procedures**

1. All use of the TASER shall be documented on the Department’s Use of Force Form.

2. With the exception of training, any use and/or display of the TASER, including accidental discharges, shall be reported on the Departments Use of Force Form.

3. Mere “display” or pointing of the TASER during an incident does NOT require completion of the Department’s Use of Force Form.

**Maintenance**

Testing and maintenance of the TASER shall be consistent with manufacturer’s specification. Officers shall check the TASER at the start of their tour of duty to insure that the weapon has a sufficient battery charge.

1.1.18 **Less Lethal Weapon Security**

Officers of the Department shall use the utmost care in handling and safeguarding weapons. They shall be responsible for the security of their less lethal weapons. All Departmental weapons shall be secured unless circumstances indicate the possibility of immediate use. Weapons shall not be left in places accessible to unauthorized persons nor shall they be left unattended in public view.

1.1.19 **Handcuffs**

Handcuffs are an effective tool that should be used by all officers after an arrest. Ideally, all arrestees should be handcuffed, but officers may use their discretion. Only those handcuffs authorized or issued by the Department will be used. All officers will be trained and re-certified annually in when and how prisoners are to be restrained and when, where and how particular restraining devices are to be employed.

1.1.20 **Weaponless Restraints**

When practical, an officer shall first attempt to restrain or control a law violator who has resisted arrest by applying physical restraint or control techniques intended to neutralize the suspect's resistance or otherwise gain their compliance with verbal commands.

These techniques, when properly applied, are designed to overcome resistance without causing permanent or extensive injury to the subject, while minimizing the hazard to the officer.
These techniques shall never be used indiscriminately, nor shall they be used in the mere threat of violence or resistance. Weaponless restraining techniques should be used when an unarmed suspect resists an attempt by the officer to subdue or take the suspect into physical custody. A greater degree of force may be used when the suspect has attempted to, or demonstrates the intention to, assault an officer or any other person.

1.1.21 Exceptional Techniques Authorized

An officer may employ any means at their disposal to overcome an attacker and gain control of the situation, when:

- There is no opportunity to apply an authorized force technique.
- The officer is overpowered and is unable to successfully employ an authorized technique.

The force used should be the minimum degree of force necessary to overcome the resistance or attack. Non-standard force techniques, implemented under these circumstances, shall be abandoned at the earliest opportunity, to return to the use of authorized techniques. Examples of exceptional techniques include striking, biting, kicking, kneeing, throwing objects, gouging, tearing, squeezing, and cutting.

1.1.22 Traumatic Incident Management

Purpose

The purpose of this policy is to assist any officer dealing with the stress inherent to traumatic incidents. These incidents are defined to include shooting incidents, accidents involving severe injury or death, or any other situation deemed traumatic by the Shift Supervisor, Captain, or Director of Public Safety. Research has shown that an officer may be best assisted by their peers during this time.

Procedure

The Director of Public Safety may employ any, or all, of the following techniques:

- An officer may be placed on administrative leave with pay.
- An officer may request counseling at department expense.
- The Director of Public Safety may request counseling for involved officers.
- The Director of Public Safety may recommend peer support to include:
  - Assistance from officers of the department or other persons as requested by the effected officer.

1.1.23 Investigation of Other Modes of Deadly Force

The guidelines for investigation of firearm discharges shall apply to investigation of all incidents involving officers which resulted in the serious injury or death of any person, even when no firearm was involved. Completeness and attention to factual detail, as outlined for incidents involving firearms, should serve as a model for the officer investigating the scene.
1.1.24  Excited Delirium

Purpose
The purpose of this policy is to assist officers in recognizing symptoms of excited delirium or a mentally ill individual and the protocol to handle them.

Procedure
An officer has neither the expertise nor the opportunity in these situations to diagnose the underlying cause or type of delirium in an individual. As a result, when an officer reasonably believes an individual may be in an excited delirium state, the individual is to be treated as a medical crisis and will require medical attention.

Once an officer concludes that an individual may be in an excited delirium state, the incident shall be managed as a medical emergency, in addition to whatever other law enforcement response may be required under the circumstances, including the use of reasonable force. Officers will complete a Use of Force Form and a detailed written report of the event. In the event a sudden in-custody death occurs, or serious bodily injury results from the controlling or restraining of this individual the situation will be handled in accordance with the investigation of firearms discharge policy (1.1.23 above).
### ISU PUBLIC SAFETY
#### SUSPECT RESISTANCE FORM

<table>
<thead>
<tr>
<th>DATE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME</td>
<td>OFFICER</td>
</tr>
</tbody>
</table>

**INCIDENT #** | **CASE #** | **NCIC CODE(S)**
--- | --- | ---

**OFFICERS INVOLVED**
Name

---

## SUSPECT INFORMATION

**Name**
**Address**

**SSN**
**DOB**
**Location**
**Charges**

---

## WEATHER CONDITIONS

<table>
<thead>
<tr>
<th>Clear</th>
<th>Rain</th>
<th>Snow</th>
<th>Dry</th>
<th>Slippery</th>
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## LIGHTING CONDITIONS

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<tr>
<th>Daytime</th>
<th>Nighttime</th>
<th>Street Light</th>
<th>Other</th>
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## INITIAL CONTACT

<table>
<thead>
<tr>
<th>Felony</th>
<th>Misd.</th>
<th>Civil</th>
<th>Traffic</th>
<th>Other</th>
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</table>

<table>
<thead>
<tr>
<th>Violent Crime</th>
<th>Non-violent Crime</th>
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</thead>
</table>

---

## KNOWLEDGE OF SUSPECT

<table>
<thead>
<tr>
<th>Known Resistor</th>
<th>History of Assault on Officers</th>
<th>Known to Carry Weapons</th>
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</table>

<table>
<thead>
<tr>
<th>Martial Arts Background</th>
<th>Other</th>
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## SUSPECT’S ACTIONS

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Pushing/Pulling</th>
<th>Biting</th>
<th>Hands</th>
<th>Feet</th>
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</table>

<table>
<thead>
<tr>
<th>Fists</th>
<th>Elbows</th>
<th>Club</th>
<th>Knife</th>
<th>Gun</th>
<th>Knees</th>
<th>Other</th>
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</thead>
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## OFFICER’S RESPONSE

<table>
<thead>
<tr>
<th>Verbalization</th>
<th>Hands-on Escort</th>
<th>Control Hands</th>
<th>Takedowns</th>
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<table>
<thead>
<tr>
<th>Personal Weapons</th>
<th>Hands</th>
<th>Feet</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Intermediate Weapons</th>
<th>O.C.Spray</th>
<th>Flashlight</th>
<th>Other</th>
</tr>
</thead>
</table>

---
### SUSPECT
- Injury
- Complaint
- Place of Treatment
- Method of Transportation
- Property Damage

### OFFICER
- Injury
- Complaint
- Place of Treatment
- Method of Transportation
- Property Damage

### OFFICER
- Injury
- Complaint
- Place of Treatment
- Method of Transportation
- Property Damage

### OFFICER
- Injury
- Complaint
- Place of Treatment
- Method of Transportation
- Property Damage

### DEPARTMENTAL PROPERTY DAMAGE

---

**Reporting Officer Signature/Date**
1.2.1 STATEMENT ON FIREARMS

Idaho State University regulates the possession and use of firearms on campus and prohibits the possession of firearms in its on-campus residences and within public entertainment facilities with a seating capacity of at least one thousand people. This includes any device which can expel a projectile and/or other dangerous weapons including knives, explosives, or other items which, in their intended use, are capable of inflicting serious injury. Because these items pose a clear risk to persons and property on the ISU campus, violation of the regulations may result in administrative action from the University or prosecution under the appropriate city, state, or federal law. The University will not attempt to regulate weapons that are stored in vehicles unless their storage becomes a safety concern. Such situations will be handled on a case by case basis.

No student, employee or visitor is allowed to carry a weapon openly on campus, except for gun shows and approved activities. The Public Safety Director will grant permission for approved activities. Students, employees and visitors to campus may carry a concealed weapon as specified in Idaho Code 18-3302(2).

The President of the University has authorized ISU Public Safety Officers to carry firearms on duty, subject to the supervision and direction of the Director of Public Safety, who shall determine which officers will carry firearms. This authorization may include, at the discretion of the Director, the carrying of secondary concealed weapons. Officers who are permitted to carry firearms shall do so in accordance with these policies and procedures. ANY CARRYING OR USE OF FIREARMS IN ANY MANNER NOT AUTHORIZED BY THESE PROCEDURES OR APPROVED BY THE DIRECTOR IS OUTSIDE THE COURSE AND SCOPE OF AN OFFICER’S EMPLOYMENT, WILL RESULT IN LOSS OF AUTHORITY TO CARRY AN AUTHORIZED WEAPON, AND COULD SUBJECT THE OFFICER TO LEGAL LIABILITY AND/OR CRIMINAL CHARGES.

This policy has been developed for authorized carry of a firearm. It is the policy of the Idaho State University Public Safety Department to promote the safe and efficient use of firearms, firearms accessories and ammunition carried and used by the officers. Due to the inherent danger of firearms, the Department requires the safe carrying, handling, and safe storage of weapons. Officers will comply with this policy in order to prevent injury to self and others.
1.2.2 PURPOSE AND SCOPE

To establish guidelines and procedures governing Idaho State University Public Safety issued and/or authorized firearms and communication, training, qualification, safety, carrying, care and maintenance. The Director of Public Safety shall approve all weapons ammunition intended for on-duty use, whether personally owned or department issued, before they are purchased and used by any member of this department.

1.2.3 FIREARMS OVERVIEW

1. Only firearms and ammunition which are issued, authorized, inspected and/or trained with by the Department shall be carried while on duty. Only in an emergency, as authorized the Director of Public Safety, can a firearm be utilized by a member who has not qualified with that firearm. (See qualification section).

2. A member will carry firearms and related equipment prescribed by the Department. Firearms/weapons and related equipment will be authorized for use only by officers of Idaho State University Public Safety, with the authorization of the Director of Public Safety.

3. A member will only carry firearms on-duty if authorized by the Director of Public Safety. Members may carry firearms off-duty as authorized by the State of Idaho.

4. The Department will perform maintenance and inspection of all issued and personally owned department authorized firearms on a regular scheduled basis by a Department Armorer or firearms instructor.

5. When a member is issued a firearm, the weapon type and serial number will be noted and this information will be kept by the Public Safety Captain.

6. Once a firearm has been issued to the member, it becomes his/her responsibility to ensure the firearm is safely secured when not on his/her person. See Storage of Firearms at Home below.

7. All firearms not issued to members will be kept in the gun vault located in the Public Safety office and will be inventoried by the Public Safety Captain. All members will have access to the gun vault.

8. It is the officer’s responsibility to notify the Department of any damage to a firearm, which would require repair, or if the firearm requires cleaning due to situational, contamination or conditional factors which may affect the performance of the firearm or cause the possibility of damage to the firearm. In these instances the firearm must be inspected by a Department Armorer.

9. A plainclothes member will carry the weapons and related equipment as specified by the Director of Public Safety. If concealed from view, the member must possess a concealed weapons permit issued pursuant to state law.
10. Members of ISU Law Enforcement program may possess and/or carry firearms as part of the official Law Enforcement program, when authorized by the Director of the Law Enforcement program, in strict accordance with existing regulations.

11. Shotguns, patrol rifles and special weapons may be issued by the Department.

12. On-duty officers shall possess or use only those weapons approved by the Department. Examples of specifically prohibited weapons include; metal knuckles, saps, sap gloves, billy clubs, and others which are prohibited by law or not specifically authorized.

13. All members shall register all duty and off-duty firearms which they have been authorized to carry with the department. Such information shall be given, in writing, to the Public Safety Captain. Any exchange, sale, or loss of a registered firearm will be recorded with the Public Safety Captain.

14. It is the officer’s responsibility to properly clean all firearms issued to them.

### 1.2.4 AUTHORIZED DUTY FIREARMS

The authorized handgun is the Glock Model 17 9mm or Glock Model 21 .45 caliber. Any exception will be approved by the Director of Public Safety. The authorized less lethal shotgun is the 12-gauge Remington model 870. The authorized rifle is the AR style 5.56/.223.

**Shotguns**

Each shotgun shall have attached to the stock, six non-lethal rounds of ammunition and no round in the chamber except during its actual use in tactical situations. When stored, the safety will be in the on position, hammer down, and the slide forward either in the trunk of the vehicle or in a locking device in the vehicle. The shotgun shall be made safe and the rounds removed from the magazine, without undue delay, after the tactical field situation has been stabilized and before returning the shotgun to storage.

Officers will visibly inspect the ammunition every time they take possession of the shotgun to verify that each round is non-lethal. The on-duty supervisor will check the ammunition with the officer each time the shotgun is issued.

The shotgun will have an orange stock and slide identifying it as non-lethal.

**Patrol Rifles**

Members issued patrol rifles will be trained in the specialized use of the weapon that they are carrying. The weapon will be carried with a loaded magazine in the gun with the bolt forward, the chamber empty, and the safety on either in the trunk of the vehicle or in a locking device in the vehicle.

The weapon will be loaded with department approved ammunition and have at least one additional magazine loaded with department approved ammunition.
The weapon will be checked monthly by the Public Safety Captain for rust due to the changing weather conditions. The weapon must be maintained in good working condition at all times and any problems will be forwarded to the Department Armorer at once.

The use of the patrol rifle will be dictated by the situation and will only be used in circumstances where a serious and/or violent situation needs to be contained as tactics and training dictate. Deployment of the patrol rifle will be reported on a Use of Force document after the situation has been controlled.

**Modifications**

Members are prohibited from affixing any attachment, grip, extension, or other equipment, or in any way modifying any department issued or approved firearm without approval. Adjustments and modifications are permissible but must be approved and authorized by the Department Armorer and the Director of Public Safety. An example requiring departmental approval would be reduced trigger weight.

**Inventory**

The Public Safety Captain will conduct a semi-annual inventory of the arms vault to ensure that all weapons are accounted for and will maintain an inventory record. Any unaccounted weapon will be reported to the Director of Public Safety.

**Department Armorer**

The member specifically assigned to and trained in the repair of small arms for the Department. The member's duties shall include the inspection and repair of departmental, as well as the member's duty weapons.

*NOTE: The Department Armorer shall be exempt from the provisions of this section while inspecting, adjusting, repairing, or otherwise servicing firearms when out of the public view and general employee areas.*

**Repair of Weapons**

Members will report any damage or necessary weapons repair to the Public Safety Captain and Department Armorer. The Public Safety Captain will tag the weapon and arrange the repair.

**Weapon Malfunctions**

Any weapon malfunctions which occur will be reported to the Public Safety Captain and Department Armorer.

1.2.5 **AUTHORIZED SECONDARY FIREARMS**

Officers may carry a secondary firearm while on-duty as follows:

1. The request to carry a secondary firearm must be submitted to the Director of Public Safety.
2. Although a firearms instructor will inspect each weapon and ammunition during qualification, supervisors are to ensure the sidearm has not been modified and the ammunition used is authorized.

3. Members must qualify with the firearm.

4. The purchase of the firearm and authorized ammunition is the responsibility of the member.

5. A secondary sidearm is considered to be any on or off-duty department approved firearm carried, holstered and concealed and be used in accordance with this policy.

### 1.2.6 AUTHORIZED OFF-DUTY WEAPONS

The purpose of this policy is to establish guidelines for the carrying of concealed weapons by members of this department, while off-duty, and to provide assistance to the members in the decision whether or not to carry a weapon off-duty.

It is the policy of the Department to allow members to carry a concealed firearm while off-duty, at the discretion of the member. When making the decision whether to carry an off-duty weapon, members should take into account the following:

- The anticipated activities in which the member will be involved.
- The anticipated location of those activities.
- The reasonable probability for hazard to any person requiring their official intervention.
- Their experience and training in handling off-duty situations, and/or their moral responsibility to take official action in order to prevent the death or serious injury of any person through criminal activities.

### Requirements

The following requirements apply to any member who carries an off-duty weapon:

1. The carrying of a sidearm while off-duty shall be the option of the member. The member must possess a valid Idaho or accepted concealed carry permit.

2. The member must have their official identification in their possession.

3. A member must qualify, to the satisfaction of the Director of Public Safety, with the weapon they intend to carry off-duty, prior to carrying the weapon off-duty.

4. The off-duty weapon must function properly and have no unsafe adjustments or attachments and be inspected by the Department Armorer annually or after any situation wherein the weapon may have been damaged or changed. This means any alteration readily observable making the weapon different from its factory manufacture. If there are known changes they shall be brought to the attention of the Department Armorer.
5. The weapon must be carried concealed in a carry system that is approved by the Director of Public Safety.

6. No reloaded ammunition is authorized to be carried in any department approved weapon on or off-duty.

### 1.2.7 AMMUNITION

Ammunition approved for use while on or off-duty is department issued or approved weapons are limited to ammunition approved by the Director of Public Safety.

1. Members are prohibited from using reloaded or remanufactured ammunition in any department approved weapon on or off-duty.

2. Members will be issued fresh ammunition at the scheduled annual qualification for all department issued firearms.

3. Members will periodically inspect their duty ammunition to ensure it is clean and without defect.

### 1.2.8 ALCOHOL & DRUGS

Members shall not carry any weapon or firearm if they have consumed any alcohol or drugs or in situations where their performance may be impaired. The odor of intoxicants on breath is prima facie evidence of being impaired. Members will report their usage of any prescription medication that could affect performance to the Director of Public Safety.

### 1.2.9 FIREARMS SAFETY

All members shall be familiar with the following rules and shall practice them in all situations requiring the handling of firearms. All members shall obey all firearms safety rules specified in this procedure, including those reflected in the firearms training plan, posted at the range or as specified by the range instructor.

- When properly checking, unloading, or loading a firearm, the member shall always point the muzzle in a direction which is safe to all persons within range of the firearm.

- Members shall manually and visually check the service weapon, shotgun or rifle to insure that safe conditions exist prior to starting each working shift. This includes checking the bore, cylinder, magazine, chamber, safety device, ammunition, condition (conforming to departmental-specifications), and safe placement of the firearm (upon the member's person or within their vehicle).

- Prior to handing a firearm to any person, the member shall unload the weapon and open the action. Any tactical situation requiring ready access to loaded firearms constitutes an exception to the rule.
• When accepting a firearm from any person, the member shall maintain the muzzle in a safe direction and shall manually and visually check the weapon to ensure that safe conditions exist.
• Weapons and duty belts will never be left unattended. Members are expected to wear their duty equipment to and from work. No weapons will be housed at the office between shifts.

• No unauthorized weapons are to be carried while on duty by any member. Any personal weapon that a member wants to carry must be approved by the Director of Public Safety and the member must have established training for that weapon.

• Members will follow all departmental policies and procedures with regard to carrying their weapon off-duty. Any member carrying concealed off-duty must possess a valid concealed carry permit.
• Members will abide by all Public Safety weapons policies and procedures.

• Any member involved in a domestic violence offense or arrest that could revoke the right to possess a firearm must report it to the Director of Public Safety immediately.

• Cleaning of weapons is to take place at either the member’s private residence or in the area designated. Any time an issued firearm is fired on duty, it must be cleaned before returning to duty.

• Firearms will never be taken from the holster for the purpose of allowing others to handle it, show it off, or play with it. Firearms will only be taken from the holster if required for the performance of your duty, during an inspection, during range training, or for cleaning purposes.

• Firearms needing to be inspected or cleaned will be cleared using the Department bullet trap in the copy room.

• Members will contact the Director of Public Safety for any incidents in which a weapon was involved.

1.2.10 GUIDELINES FOR PROPER DISCHARGE OF FIREARMS

Firearms may only be discharged in the performance of Public Safety duty under the following circumstances. They are also subject to all additional guidelines in or added to this order:

1. At an approved range facility or during approved courses of training requiring the discharge of firearms.

2. For killing seriously wounded or dangerous animals when Animal Control or Fish and Game are not available. Officers must contact the Director of Public Safety prior to dispatching the animal.

3. For the necessary defense of the member's life or the life of another person.

1.2.11 RESTRICTIONS ON DISCHARGE OF FIREARMS

Members shall not discharge firearms under any of the following circumstances:
1. As a warning.

2. In any misdemeanor offense.

3. From a moving vehicle, at a moving vehicle, or at a fleeing vehicle. An exception is when necessary in the defense of a member's life or any other person's life. Firearms shall not be discharged if the member has reason to believe, based upon attendant circumstances, that the discharge may endanger passers-by or other persons not involved in the commission of the crime from which flight is being made or attempted.

1.2.12 **RESTRICTIVE USE OF FIREARMS**

In order to maximize safety in the handling of firearms by members of the Department, the following restrictive rules shall apply:

1. The Officer’s service sidearm shall not be cocked in single action condition while searching a building for a suspect or in any other comparable situation.

2. The officer shall not display or brandish any firearm in any non-tactical situation, whether in jest or otherwise, in such a manner which may be construed to be careless, threatening, or dangerous.

1.2.13 **REPORT OF FIREARM DISCHARGE**

Members will immediately report to a supervisor any intentional or negligent discharge of their firearm, except when fired during training. In all other cases, written reports shall be made as follows:

1. If the discharge occurred pursuant to any enforcement action, the member must follow the Use of Force Policy in addition to the incident report.

2. If the discharge occurred off-duty, and is related to any enforcement action or related to any official reported disturbance, the member may be required to submit a written statement of the incident.

1.2.14 **Investigation of Firearms Discharge**

**Firearms Discharge**

The Director of Public Safety, at his discretion, shall cause a formal investigation into the circumstances attending every discharge of a firearm other than in practice on a firing range by any departmental Officer acting in any of the duties of their office, according to the following guidelines:

- A complete criminal investigation will be conducted.
- An internal investigation will be conducted to insure compliance with department policy and procedures.
- A separate report for each will be submitted if needed.
Assignment of Officer Involved

The Director of Public Safety may, in the best interests of the involved Officer and the Department, authorize any of the following actions:

- Administrative leave with pay for a specified number of days.
- Appropriate psychological or religious counseling at departmental expense, designed to minimize the impact of the incident on the involved Officer, if the Officer appears to require such counseling.
- Reassignment of the Officer pending the results of evaluation, investigation, counseling, review, disciplinary or other procedures.

Witness Officer's Responsibility

Every Officer who is witness to the circumstances attending a Officer-involved shooting shall notify the supervisory Officer commanding the scene. The witness Officer shall be prepared to reduce their observations to writing, when so directed by an Officer investigating the incident.

Details Required on Investigation Report

In addition to the routine general and arrest reports, the Officer assigned to investigate the scene of a Officer-involved shooting shall include the following information on an interdepartmental correspondence and route it to the Director of Public Safety:

- Make of firearm.
- Model of firearm.
- Type of firearm.
- Caliber or gauge of firearm.
- Type of ammunition that was fired.
- Ownership of the firearm.
- Serial number of the firearm.
- Barrel length of firearm.
- Description of each round fired, including: the general compass direction of each round fired, the approximate distance from the firearm to the target, the final resting place of the bullet (if known), the area of impact and/or injury to any person, the background behind the path of the round fired.
- Complete list of evidence.
- Complete list of any persons injured, description of injuries, action taken on behalf of injured, and current medical status.
Officer Responsibility
When any person suffers injury or death as a direct result of an incident involving the discharge of a firearm by an Officer, the Officer shall complete the following tasks:

- Take immediate steps to obtain medical attention for the injured.
- Whenever possible, render appropriate first aid and lifesaving measures to the injured person.
- Cause a supervisory Officer to be notified and immediately dispatched to the scene; and
- If possible, preserve the scene of the incident according to accepted investigative techniques.

Reference to Officer Involved
In initial reports and statements concerning Officer-involved shootings, no reference shall be made to the Officer as "suspect".

In addition, given the frequency of threats made against Officers and their families, the name and address of the involved Officer shall not be released to the media, except that, until such time that the Officer's actions are ruled improper and criminal charges are brought against the Officer. It is recognized that the press is an important constitutional safeguard. It seems likely, however, that the requirement of freedom of the press can be met with a release that includes a report that the incident occurred, the name of the person who was injured or killed, a description of the situation giving rise to the incident, the Officer's involvement, and the disposition of the persons involved.

Seizure of Officer's Weapon
For the purposes of the initial investigation, the immediate seizure of the involved Officer's service weapon as evidence may not be necessary. Sufficient information may be obtained by the investigating Officer, such as recording the firearm's complete description and preservation of all live and spent ammunition from the weapon and from the scene. In some circumstances, the seizure of the Officer's weapon may be necessary, and in those cases, that weapon may be replaced at the discretion of the Director of Public Safety.

Supervisor's Responsibility
When dispatched to the scene of an Officer-involved shooting (which involves the injury or death of any person), the supervisory Officer shall:

- Assume immediate command of the scene.
- Secure the scene for preservation of evidence.
- Provide for initiation of a police investigation of the incident.
- Provide for the removal of the involved Officer from the scene at the earliest opportunity, accompanied by one supporting Officer who is not required at the scene.
Assistance for an Involved Officer
Anyone assisting the involved Officer shall:

- Remove the involved Officer to a place of solitude without delay, in order that the Officer might regain their composure without interruption.
- Be responsible for the involved Officer’s privacy, safety, and general well-being, until relieved by a supervisory Officer.
- Restrict information as to the involved Officer’s location to verbal or land-line contact with the supervisor commanding the scene.
- Avoid questioning, interviewing, or debriefing the involved Officer concerning the incident.
- The department will follow the MOU for officer involved shootings and critical incidents as established by the Eastern Idaho Critical Incident Taskforce.

1.2.15 DISPLAY OF FIREARMS

Members should avoid any unnecessary display of their firearms.

1. Members will not display a firearm or remove it from the holster unless justified.

2. Members will not engage in horseplay or intimidations with their firearms.

3. Members may display their firearms in a ready position when situations may require spontaneous or immediate use.

1.2.16 SURRENDER OF FIREARMS

Members should not surrender their weapon.

1.2.17 STORAGE OF FIREARMS

All members will ensure that their firearms and ammunition are safely and properly stored both on-duty and off-duty. This may be accomplished many ways with some examples being trigger locks, cable locks, lockable boxes or gun safes. Members are reminded: it is against Department policy to leave a firearm accessible to a child or an irresponsible person.

1.2.18 FIREARMS QUALIFICATIONS

No member will use or carry any weapon such as duty weapon without satisfactorily completing training provided by a certified trainer. Refresher training will be provided three (3) times per year for duty weapons.
All members are required to pass an annual qualification course with their issued duty weapon, back-up weapon (if one is carried), Remington 870 less lethal shotgun, and the issued AR 5.56/.223 rifle. The course of fire will be approved by the Director of Public Safety. The course will be reflected in the Department training plan and course outline. The Director of Public Safety, due to administrative duties, is exempt from the annual qualifications. He/she will qualify with a duty weapon if one is carried.

The Public Safety Captain, Training Coordinator, and Firearm Instructors will coordinate firearms qualification and training, as specified in the training plan and at the discretion of Range Officer and may include:

- Classroom instruction
- Practical scenario based training
- Remedial training
- Use of force training
- Annual inspection of the weapons to determine function and reliability
- Proper cleaning of the weapon

**Annual Qualification**

1. All members will qualify before being authorized to carry a firearm or a weapon while on duty.

2. All new members will be required to qualify a minimum of annually on a department approved qualification course with a department issued or approved firearm.

3. Firearms training may include classroom instruction and practical exercises that comply with the department training plan which may include the Idaho P.O.S.T Academy requirements, the Department Training Coordinator, the firearms instructors and the ISU Law Enforcement Academy Director.

4. All members will qualify annually with all duty firearms and any secondary and/or off-duty firearms.

5. Qualification records will be maintained by the Training Coordinator and placed in each employee’s training file.

6. All members must meet the minimum score of 85% with their sidearm(s) as set by the Idaho P.O.S.T Academy for Peace Officers. Firearms Instructors must have a minimum score of 95%. The department goal is to have all members qualify with a score above the minimum. Additional training may be required as reflected on the department training plan and course outline.

7. All members must meet the minimum score of 70% with the department issued shotgun as set by the Idaho P.O.S.T. Academy for Peace Officers. The Department goal is to have all members qualify with a score above the minimum. Additional training may be required as reflected in the Department training plan and course outline.
8. All members must meet the minimum score of 85% with their patrol rifle as set by the Idaho P.O.S.T. Academy for Peace Officers. The Department goal is to have all members qualify with a score above the minimum. Additional training may be required as reflected in the Department training plan and course outline.

9. If a member fails to shoot a qualifying score, the member will be scheduled to reshoot the course the same day at the discretion of the Firearms Instructor. The instructor will determine if remedial training is required. If the member qualifies, the instructor will determine if any other training is necessary. See Failure to Qualify.

10. A member will be required to qualify before returning to duty if they have had an extended illness, injury or leave and have missed their annual qualification. The Firearms Instructor or supervisor may require requalification anytime if any of these conditions exist.

11. All firearms training will be conducted by a P.O.S.T. certified firearms instructor.

12. All members will be required to complete quarterly firing drills and meet all the qualifying scores with the designated weapon for the drill, as reflected in the training plan.

13. A firearms training report will be reviewed by the Director of Public Safety.

14. An Idaho P.O.S.T. firearm qualification sheet or a department firearm qualification sheet will be completed for each firearms qualification and will be maintained by the Training Coordinator. Only members who qualify with the department authorized weapons will be approved to carry such weapons.

Failure to Attend

1. A failure to attend required training may result in immediate revocation of the member’s authorization to carry a firearm.

2. A member must submit a request to reschedule a qualification as soon as the member becomes aware of a schedule conflict.

1.2.19 FAILURE TO QUALIFY

1. Second Qualification

   a. If a member fails to qualify a second time, the member may be temporarily relieved of their authorization to carry a firearm and will immediately be scheduled for remedial training. The firearms instructor will document any performance issues on a firearm qualification sheet.

   b. The Training Coordinator will schedule remedial training with the firearms instructor. Neither the member nor the supervisor can postpone remedial training.
c. While members may temporarily be relieved from the authorization to carry a firearm, they are prohibited from taking any action that may jeopardize their safety. They will be assigned other duties.

d. If the member qualifies, they will be issued their firearm. But, they may be required to complete further training at the discretion of the training instructor.

2. Post-Remedial Training

a. Members placed in an administrative “no gun” status after failing the initial remedial training are limited to four remedial training sessions to be completed within a 14 day period.

b. If the member cannot qualify after the remedial 45 day training, they will not be qualified to carry a firearm and will not be assigned enforcement duties until the Department and Human Resources review their training and qualifications, to determine employment status, which may include termination.

1.2.20 RANGE RULES

The following rules shall be observed by members, when using the firing range:

1. The member shall unload all weapons in their possession prior to entering the range area. Each member shall manually and visually check each weapon to make certain that safe conditions exist.

2. Uncased or un-holstered weapons within the range area shall have the action open and muzzle pointed in a safe direction.

3. When authorized to un-holster the weapon by the Range Officer, the member shall always maintain the muzzle in a downrange position.

4. Firing on the range is prohibited without the consent of a Range Officer.

5. All weapons shall remain in a safe condition, except when a Range Officer authorizes members on the line to dry-fire during preparation periods, load the weapon, or fire the weapon.

6. Only members firing on the course and the authorized Range Officer are allowed on the firing line.

7. Cross-draw and shoulder holsters shall not be worn on the firing line, except by express consent of a Range Officer.

8. Members shall possess only one weapon on the firing line at any one time.

9. Members on the line must wear a holster which safely holds the weapon.

10. Members shall not smoke, drink, or eat on the firing line.
11. Members shall restrict talking to the minimum necessary to accomplish the course of fire while on the firing line.

12. Alcoholic beverages are not allowed within the range area.

13. Persons under the influence of alcohol or drugs shall not be permitted within the range area.

14. Only ammunition and weapons which are approved by the Director of Public Safety may be used on the range.

15. Ammunition issued for training shall be fired or returned to the Training Officer. Empty brass remains the property of the Department and shall be collected according to the instructions of a Range Officer.

16. Each member shall qualify with the weapon and equipment that is carried by each member while on duty.

17. Ear plugs and eye protection shall be worn by all members, shooters and non-shooters, when in the general proximity of the firing line or shooting position.

18. There shall be no game-playing, disruptive chatter, or similar distractions on the range proper while supervised firearms and/or defensive tactics training are in progress.

19. The Range Officer shall have the undivided attention of everyone on the firing range at all times. Their instructions are not to be anticipated in advance and are to be carried out explicitly upon command.

20. At the conclusion of the range training, all firearms and magazines will be cleared of all ammunition before proceeding to the firearms cleaning area.

21. No live ammunition will be allowed in the firearms cleaning area.
Arrest, Citation, and Diversion

1.3.1 Policy

Public Safety officers are permitted to make citizen’s arrests and detain suspects for local police on University property only. Public Safety officers are expected to assist local law enforcement officers in serving criminal process as appropriate by statute and Departmental policy. Citizen arrests are enacted as requested by local police. When off duty, Public Safety officers will not make arrests for or on behalf of the University, unless directed to do so by the Public Safety Director or the responding police officer.

1.3.2 Use of Force - Arrest

Public Safety officers shall utilize only that force that is reasonable and necessary to promptly and safely detain or arrest (per Idaho Code 19-610 and 18-4011; See Chapter III Section 1.1 Use of Force Policy).

1.3.3 Warrant Arrest Policy

Officers will routinely conduct computer inquiries for outstanding warrants on persons they have stopped for traffic violations, field interviews, or for other official purposes. If a person is discovered to have an active warrant, the officer shall notify the local police. Responsibility for confirmation and police notification shall be upon the dispatchers.

1.3.4 Warrants

All warrants issued by the courts will be served by local law enforcement officers. All removal of students from classes shall be carried out by the local law enforcement officers. Law enforcement officers trying to locate students to serve a warrant of arrest do not need an escort to the student location by an ISU Public Safety Officer. However, if contact by local law enforcement, the Public Safety officer may guide the police officer to the appropriate building and room and facilitate contact with minimal disruption of class. The following procedures are recommended when a subject is located:
1) The police wait in the Dean’s office while the Dean’s Administrative Assistant or Public Safety contacts the instructor to identify the subject and have Public Safety accompany the subject to the police; or

2) The police wait outside in the classroom while the Dean’s Administrative Assistant or Public Safety contacts the student; or

3) The police be allowed to determine the appropriate action based on their policy after being advised that our policy is to minimize embarrassment to the student and limit disruption of the classroom.

### 1.3.5 Arrest Without a Warrant

An officer may, without a warrant, make a citizen’s arrest of a person if he/she has probable cause to believe:

A. A felony has been committed and probable cause to believe the person to be arrested has committed the felony.

B. A misdemeanor has been committed in his/her presence and probable cause to believe the person to be arrested has committed the offense.

C. The person to be arrested has been involved in a traffic accident and violated any criminal section of Title 49 (Motor Vehicles Chapter 15 Traffic Infractions), and such violation occurred prior to or immediately following such traffic accident.

D. A misdemeanor or petty offense has been committed and probable cause to believe the person to the arrested has committed the offense. A person arrested under this paragraph is eligible for release.

E. A domestic violence has been committed and he/she has probable cause to believe that the person to be arrested has committed the offense, whether such offense was committed within or without the presence of the peace officer.

As a general rule, ISU Public Safety officers will not make a citizen’s arrest, unless instructed to do so by a supervisor, peace officer, or in situations where the safety of others, officer safety, or the suspect safety is threatened.

An officer may stop and detain a person as is reasonably necessary to investigate an actual or suspected violation of any traffic law committed in the officer’s presence, on university property only.

### 1.3.6 Arrests

Public Safety officers are authorized to make a citizen’s arrest only when it becomes necessary.

Public Safety officers will give consideration to the rights of all persons, including apparent law violators, when making a citizen’s arrest.
Public Safety officers will identify his/her self as a Public Safety officer of Idaho State University, and state the reason for the citizen’s arrest. Public Safety officers will immediately notify Pocatello Police that they have a subject in custody, the reason for the arrest, their location, and request that an officer respond to the location.

Juveniles and adults detained for questioning are not deemed as a citizen’s arrest. Immediately notify the juvenile’s parents of his detention and location.

When possible and appropriate, the Department of Public Safety shall recognize and apply alternatives to arrest and formal prosecution. However; the following offenses will call for notification of Pocatello Police:

1. Anytime arrest/prosecution is requested by the victim (Officers must ask)
2. Any felony
3. Theft (misdemeanor) where there is a suspect or serial number
4. Lost or stolen credit, ATM, or bank cards or checkbooks
5. Possible weapons involved
6. Indecent exposure
7. Obscene phone calls
8. Hit and run
9. Vehicle accidents on city streets
10. Vehicle accidents with personal injury
11. No proof of insurance
12. Expired driver’s license
13. Misdemeanor crimes involving violence
14. Serious traffic violations, (i.e., DUI, hit and run, etc.)
15. Anytime a bomb threat or other threat information is received.
16. Anytime drugs or drug paraphernalia are detected.
17. Violating a restraining order.
18. Trespassing/Banning from campus property.
1.3.7 Other Offenses

Other offenses may call for the following:

1) Written or verbal warnings.
2) Referral to the Office of Student Affairs.
3) Submission to the County Attorney's Office for review.
4) Removal from University property.

1.3.8 Detaining

It is not a violation of an individual's civil rights, nor is it improper to detain if officers have reasonable suspicions that a violation of law was committed and refer the individual to the Student Affairs Office as a result.

1.3.9 Temporary Holding Facility

ISU Public Safety does not temporarily detain or hold persons of interest or persons who might be charged with a crime, whether adult or juvenile. The Pocatello Police Department handles this type of situation for Public Safety. The following procedure will only be used in emergency situations as determined by the on-duty supervisor, and when requested to do so by the Pocatello Police Department.

The purpose of the temporary holding facility is to provide Public Safety officers the opportunity to process, interview and complete the necessary paperwork for those persons who might be charged with a crime. It also allows for temporary holding of persons of concern so that officers can ascertain the necessary facts of an incident, and determine if further action is appropriate.

Rooms 104 and 113 at Public Safety have been designated as temporary holding rooms for this department. The rooms may be used as a holding facility in the following circumstances:

1. For persons who have been arrested; and
2. For persons who have been detained within constitutional guidelines, but have not been arrested; and
3. Juveniles who are in custody for status offenses must be kept in an unlocked room, without handcuffs, and with an adult constantly supervising them.

Detainees/arrested persons will be secured by handcuffing with both hands behind their back. A detainee/arrested person may be un-handcuffed only while in the actual presence of an officer.

At no time will any of the holding rooms contain a mix of males and females, or juveniles and adults in any one room. These rooms will provide sight and sound separation.
While in the holding rooms, all detainees/arrested persons will be provided reasonable access to drinking water, bathroom privileges or other necessary needs.

The amount of time that a person can be held in the holding rooms cannot exceed two (2) hours, without supervisory authorization.

While in the holding rooms, the detainee/arrested person will be under continuous observation. Continuous observation is met when a departmental employee is stationed at or near the door of the holding room. Each person detained in one of the rooms must be visually checked at least once every 15 minutes and it must be so noted on the appropriate log.

Officers will not enter the holding rooms while armed. Armed, for this policy, includes firearms and knives (other than standard pocket knives). All such weapons are to be secured in the appropriate manner.

All detainees/arrested persons will be thoroughly searched prior to being detained in one of the holding rooms. The contents of all pockets will be removed from all detainees/arrested persons and stored in a provided bag. When the detainee/arrested person leaves the facility, the bag containing their property will be returned to them, or to the holding facility to which they may be transferred. All holding rooms will be thoroughly searched before and after each use and will be documented appropriately.

At no time will any of the holding rooms be unsecured without the actual presence of an officer at the door of the holding room.

The holding rooms are to be considered a secure area and administered appropriately. Legal counsel requested by a detainee/arrested person will be facilitated at the discretion of a supervisor.

If any medical emergency arrives, it is to be handled per Chapter III, Section 3.10.22, Page 32 (Operations Section) of the ISU Public Safety Operations Manual.

In the event of a fire, detainees/arrested persons are to be removed per the department evacuation procedure. They will be transported to a location as directed by a supervisor.
Alternatives to Physical Arrest

1.4.1 Misdemeanor Criminal Offenses

Idaho Statute provides that persons arrested for a misdemeanor offense may be released upon their signed promise to appear in court in lieu of physical arrest. If the person arrested fails to sign the promise to appear they may be physically arrested by a peace officer or a citizen’s arrest.

1.4.2 Juvenile Offenders

See Juveniles, Chapter I, Section 8.1.

1.4.3 Written Warnings

An officer may issue a written warning for misdemeanors, petty offenses and student code violations of the law. Written warnings will be issued on the Traffic Report Form (See Chapter III 3.4.10). The officer will be specific on the Departmental copy of the written warnings as to the nature of the warning and specifics surrounding the incident.

1.4.4 Verbal Warnings

Officers may issue verbal warnings for misdemeanor/petty offenses and violations of student code.

1.4.5 Trespass

The purpose of this general order is to establish the authority, processes and procedures for issuance of Trespass Notice(s) to individuals on the campus of Idaho State University. Its purpose is not to identify or discuss all of the criminal statutes pertaining to the various types of trespass.
General Procedures

Visitors to Idaho State University may use the land, facilities, and buildings under certain conditions. Visitors who violate state laws or University policies or rules have no “right” to be on campus and may be asked to leave.

Even legitimate visitors to the University may be restricted by time, manner, and place of their activities. Depending on the circumstances, it may be necessary to direct visitors to move to another campus location or leave campus.

Essential factors to be considered by an officer in issuing a trespass ban include:

- The nature of the location, i.e., an open area, such as the library, versus a limited access area such as a residence hall or office.
- The time of day, i.e., normal business hours versus late night, early morning, weekend, or holiday hours.
- The conduct of the person.
- The person’s explanation for the conduct.

The United States Supreme Court has decided in the case of Terry v. Ohio (392 U.S. 1, 88 S.Ct. 1968) that an officer may stop and detain a person when the officer has reasonable suspicion that the person is, is about to, or has committed a crime. Reasonable suspicion must be based upon articulated facts and must be more than mere suspicion.

An officer who stops and detains a person when there are articulated facts to suggest that the person is, is about to, or has committed a crime should thoroughly investigate the incident and afford the person the opportunity to explain his or her behavior and/or purpose abroad.

An individual who is not affiliated with the University and refuses to provide an explanation for his or her behavior and/or purpose abroad or is uncooperative with the officer should be asked to leave the University and, if necessary, be escorted from the University.

Officers should remember that individuals have the right to question the reason for their stop. Officers are reminded to be professional in their interactions with all individuals and not to intimidate or threaten arrest simply because the person challenges the officer’s authority or reason for investigation.

If the investigation discerns that there is no evidence that a crime has been or is about to be committed, the officer is to offer a full explanation to the individual as to the reason for the stop and thank the individual for his or her cooperation.

If the individual requests the officer’s name(s), or requests to speak to a supervisor, their request will be accommodated in a professional manner.

A person may be directed to leave the University or a specific area of the University if he or she has:

- been observed prowling around buildings or parking lots without a satisfactory explanation;
- committed any crime on University owned or controlled property;
Non-visitors who are observed engaging in behavior described above shall be investigated and referred to the appropriate University authority, i.e., Student Judicial Affairs, department head, or dean. They may be directed to leave an area at the time of investigation and for a reasonable time thereafter. However, a trespass warning should not be issued until the appropriate University authority has investigated and responded to the event. This does not preclude the officer from arresting the individual when probable cause exists for the commission of a crime.

Trespass Notice

Scope - Trespass Notices will be limited in scope to that which is necessary and reasonable for the protection of the University and its community. In most cases, a simple warning to leave the area will suffice. However, circumstances may require that a person be banned from some or all University property.

Officer Responsibilities

Officers may issue a trespass notice to an individual(s) on campus pursuant to the following policy.

A. An officer may issue a trespass notice indicating intent to begin a trespass process to an individual.

B. When an officer feels it is in the interest of Idaho State University, or for the safety of people or property to ban an individual from campus, the officer shall, before issuing a trespass notice, contact the Director of Public Safety for advisement on the notice. The officer shall be prepared to present all relevant information for the Director to give an informed decision.

C. A copy of the trespass order will be posted on the Public Safety bulletin board.

When an individual who has been banned from campus is found on campus property, the Public Safety officer will detain the subject and contact the Director of Public Safety and the Pocatello Police to issue a citation for trespassing.

A banning order may be vacated only by the person banned from campus meeting with the Director of Public Safety or by obtaining a written instrument issued and signed by the Dean of Student Affairs.

Officers detaining an individual on a banning order will fill out a complete report before completion of the watch or tour of duty during which the incident occurred.

When issuing a Trespass Warning, the officer will explain the following:

1. That the person is now being advised he or she must immediately leave University property or the specified area and may not return for the time specified in the Trespass Notice.

2. That the person must immediately leave or be placed under arrest.
3. That if the person violates the notice, he or she will be arrested and prosecuted.

4. That a record is being made of the Trespass Notice and will be recorded and maintained by the Police Department with a copy being provided to the person.

5. That the person may appeal the Trespass Notice by submitting a written appeal to the Director of Public Safety within 10 business days of issuance of the Trespass Notice. However, the Trespass Notice will remain in effect until the person is notified that the ban has been lifted.

6. That while the person is generally banned from the University for the duration of the notice, the person may request special variances in order to attend certain activities or participate in legitimate business with the University. This variance must be requested through the Director of Public Safety or his designee, at least 24 hours in advance of the function or business.

7. That the person should be asked if he or she understands the Trespass Warning and, if not, further explanation will be afforded.

**Trespass Arrest**

Arrest may be necessary when a person has been warned and refuses to leave, or leaves and returns during the period of the Trespass Notice.

Trespass Notices that have expired are not to be enforced.
Patrol

2.1.1 Management

The Captain shall be assigned to manage the patrol functions. The Captain and Lieutenant assigned shall be responsible for the administrative functioning of their respective division.

2.1.2 Patrol Supervision

Each squad will have a Sergeant assigned. The Sergeant will be responsible for the daily operation of his/her squad. The Sergeants shall report directly to the Lieutenant.

Each shift will have one Senior Officer (Corporal) assigned.

2.1.3 Shift Sergeant

The Shift Sergeants are responsible for the activity of their respective shift at all times. The Sergeant is responsible for the daily operation and administrative responsibilities of the officers and student officers (if any) assigned to the shift, in accordance with established University Human Resources guidelines and in accordance with policy.

2.1.4 Corporals (Officer-Senior)

The Corporals are responsible for assuming some of the duties of the Sergeant, in the Sergeant's absence and/or as assigned.
2.1.5 Patrol Responsibilities

A. 24-hour visible vehicular, bicycle, and foot patrol.

B. Enforce violations of the law through behavior modification by arrest, diversion, University Code of Conduct, warnings (verbal and written).

C. Regulation of traffic flow by issuing citations or warnings as appropriate.

D. Investigation of traffic accidents.

E. Investigate initial crime reports and conduct follow-up investigations when appropriate.

F. Respond to medical emergencies, render first aid, and assist paramedic personnel.

G. Respond to fires, injury accidents, or other emergencies to take the action necessary to preserve life and property.

H. Protect life and property within the Department’s statutory and Intergovernmental Agency Agreement(s) jurisdiction.

2.1.6 Objectives

The Department has fully embraced the concept of Community Policing. Members are expected to uphold the philosophy "...with Community Policing in mind..." in all contacts with the public. Community policing is not a fad or a buzz word for politicians. We are expected to respect those that have a vested interest in the Department. All officers will keep in mind the following when patrolling campus:

Community Policing is a partnership of law enforcement with the public...sharing the responsibility for protecting and improving the quality of community life through teamwork, creativity and community resources, thus reducing crime.

Community Oriented Policing is a philosophy of policing based on the concepts that police officers and citizens, working together in creative ways, can solve community problems related to crime, fear of crime, and neighborhood disorder. The philosophy is based on the police developing a new relationship with law-abiding citizens, allowing them a greater voice in setting local priorities and involving them in improving the overall quality of life in their neighborhoods. It shifts the focus of police work from randomly handling calls to solving problems.

The overall goal of community policing is to create a cooperative relationship between the Public Safety Department and the faculty, staff, students and campus community, to identify problems that impact the quality of life, to devise strategies to address those problems, and to work together to solve them.

The objectives of patrol are to provide the community with a safe and tranquil environment and to preserve the academic mission of the Department of Public Safety.
Patrol officers are expected to take the appropriate action to promote the safety and security of the community. To accomplish this task, it may be necessary to identify and/or warn/arrest violators of the law.

Enforcement of the laws of the State of Idaho is left to the discretion of the individual officer. Supervisors are responsible for supervising the actions of subordinates to ensure impartial and equitable treatment of all individuals.

Patrol officers are responsible for reducing the number of traffic violations and accidents within the jurisdictional guidelines of the Department through the active enforcement of the state transportation laws.

Patrol officers are responsible for providing public assistance to members of the community who seek or request information or assistance.

Patrol officers are responsible for assisting in crime prevention through active foot and vehicle patrols, and by identifying areas of particular concern that may constitute a safety hazard or present a crime opportunity.

All officers of the patrol unit are responsible for the public image of the Department.

2.1.7 Organizational Communications

It is necessary for issues of concern and information to be distributed through all units of the Department. Communications and patrol are a vital link in the safety and security of the community. It is important that there is a constant interaction among all units of the Department.

2.1.8 Continuous Patrol Coverage

The Department is a fully operational Public Safety agency. Patrol shall be staffed 24 hours a day.

2.1.9 Patrol Staffing

The minimum staffing level for patrol shall be one officer at all times. In the event personnel levels fall below the minimum level, personnel shall remain on-duty until adequate relief personnel arrive and are able to assume their respective assignments.

If it is necessary to call personnel into work due to personnel shortages, the shift supervisors shall make notification through the chain of command, to the Captain advising him of the details of the incident.

2.1.10 Patrol Shift Hours

The Department provides 24 hour coverage. Officers are assigned to either a ten hour four day or an eight hour five day work week. Patrol Sergeants and Corporals may be assigned to either a 10/4 or 8/5 work week.
Sergeant's hours are flexible to meet the needs of the squad and the Department. Patrol shifts may be temporarily modified as necessary to accomplish the needs of the Department.

### 2.1.11 Patrol Assignments

Patrol officers shall be assigned to a shift after successfully completing their field training program. Each shift will be audited periodically to determine shift parity. Shifts found to be lacking in personnel will have those vacancies filled as personnel become available. Consideration given to balancing shifts in areas of tenure, previous experience, or other criteria will be determined by the Captain and Lieutenant.
## 2.1.12 Shift Responsibilities

### Day Shift Responsibilities

**Transport deposit to cashiers office and/or bank:**
- Public Safety daily deposit to the ISU cashiers office.
- Other Departments as requested to cashiers or bank.

**Miscellaneous shift duty tasks including but not limited to:**
- Take packages to Shipping & Receiving.
- Read daily logs, bulletin boards, memos, and e-mail daily.
- Take calls for service.
- Write reports.

**Collect and/or supervise the collection of meter monies:**
- Meter money will always be collected by two people.
- At least one patrol officer must be present.

**Assigned equipment repair:**
- Take vehicles in for repair and service.
- Take radios in for repair and service.
- Order and pick up equipment as assigned.

### Implementation

Public Safety makes a daily deposit of revenue at ISU cashiers office. Other departments sometimes have large amounts of money and call for an escort to the cashier’s office or another financial institution.

All of these tasks are important to the operation of various department functions and must be performed on a regular basis.

Meter money is collected on a bi-weekly basis and should never go longer than two weeks without being collected.

Meter money is collected every other Friday and falls on the pay period for the week.

This will usually be assigned by the Patrol Captain, Lieutenant or Sergeant.
### Day Shift Responsibilities

#### Vehicle Tows:
- Respond to location of vehicle when tow is confirmed by dispatch.
- Relieve ticket writer and stand by until the tow is completed.

#### Provide back up for ticket writers:
- Provide parking/traffic control.
- Issue parking citations.
- Conduct parking lot surveys.

#### Altered/Forged Parking Permits:
- Respond to location of vehicle displaying altered permit.
- Take photograph of altered permit being displayed on vehicle.
- Retrieve altered permit from owner and place in evidence.
- Have suspect fill out a voluntary statement.

#### Provide follow up on evening cases:
- Write supplement reports.
- Follow up on lost and found property.

### Implementation

The officer will stand by for every tow. If the owner/driver of the vehicle to be towed arrives before the tow is completed, the officer should contact dispatch who will contact the supervisor who authorized the tow. In most cases, if the tow truck has already been dispatched the vehicle will be Towed unless the owner/driver pays the tow truck driver at the scene. The officer should never make the decision not to tow the vehicle.

The altered permit must not be taken from the vehicle without the owner/driver present. In most cases a ticket writer will be assigned to watch the vehicle until the owner/driver comes out.
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<thead>
<tr>
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<th><strong>Implementation</strong></th>
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<tbody>
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<td>Provide escorts:</td>
<td>Safety escorts will be considered a priority call. All officers are responsible to provide safety escorts.</td>
</tr>
<tr>
<td>Provide motorist’s assists:</td>
<td>Motorist assists require the signature of the owner/driver of the vehicle on a department liability waiver form prior to the officer attempting to unlock or jump start a vehicle.</td>
</tr>
<tr>
<td>• Vehicle unlocks</td>
<td>Every effort will be made to run radar during the most congested times on campus.</td>
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<tr>
<td>• Vehicle jump starts</td>
<td>Make as many checks as possible and hit the posted check points.</td>
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<td>Routine patrol:</td>
<td>Dignitary protection may include but not limited to State Board of Education Meetings, visits by City, State and Federal Government visitors.</td>
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<td>• Radar</td>
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<td>• Theft prevention in the parking lots</td>
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<td>• Watch for any suspicious activity</td>
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<tr>
<td>Make checks of campus buildings:</td>
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<td>• Report safety hazards</td>
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<td>• Hand out crime prevention materials</td>
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<td>Provide dignitary protection as assigned:</td>
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<tr>
<td>• Monitor dignitary parking</td>
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<td>• Move barricades</td>
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<td><strong>Crime Prevention:</strong></td>
<td>Crime prevention in all components is an important part of campus safety and should be an element of every responsibility.</td>
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<tr>
<td>· Assist with crime prevention programs as assigned</td>
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<td>· Complete crime prevention surveys</td>
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<td>· Write crime prevention reports</td>
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<td>Read regular reading assignments:</td>
<td>Reading materials will be assigned for information and training purposes and the officer will be responsible for knowing the material.</td>
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<td>Assist in providing coverage to the University Place campus as necessary.</td>
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**Swing Shift Responsibilities**

Secure specific campus buildings and grounds:

- Secure Davis Field at dark Monday through Friday.
- Secure the Facilities Services compound gates by 2100 hours, unless some activity requires they remain open later.
- Secure other buildings and grounds as assigned.

Miscellaneous shift duty tasks including but not limited to:

- Read daily logs, bulletin boards, memos, and e-mail daily.
- Take calls for service.
- Write reports.

Read regular reading assignments:

Provide safety escorts:

**Implementation**

Reading materials will be assigned for information and training purposes. Then the officer will become responsible for knowing the material.

Safety escorts will be considered a priority call. All officers are responsible to provide safety escorts.
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<tr>
<td>Dignitary protection may include but not limited to State Board of Education Meetings, visits by City, State and Federal Government visitors.</td>
<td></td>
</tr>
<tr>
<td><strong>Swing Shift Responsibilities</strong></td>
<td><strong>Implementation</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Crime Prevention</td>
<td></td>
</tr>
<tr>
<td>• Assist with crime prevention programs as assigned</td>
<td></td>
</tr>
<tr>
<td>• Complete crime prevention surveys</td>
<td></td>
</tr>
<tr>
<td>• Write crime prevention reports.</td>
<td>Crime prevention in all components is an important part of campus safety and should be an element of every responsibility.</td>
</tr>
<tr>
<td><strong>Midnight Shift Responsibilities</strong></td>
<td><strong>Implementation</strong></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Lighting surveys:</td>
<td>All exterior lights on campus must be checked at least once a month. Lights that are malfunctioning are reported with a request for maintenance.</td>
</tr>
<tr>
<td>Emergency phone checks:</td>
<td>All emergency telephones must be checked once a week. A form is placed in the squad room on Thursday of each week to be completed and placed on the Directors desk each Monday morning.</td>
</tr>
<tr>
<td>· Pocatello blue light phones</td>
<td>Pocatello is responsible to fax the forms to the Idaho Falls and Meridian campus locations.</td>
</tr>
<tr>
<td>· Idaho Falls blue light phones</td>
<td>Idaho Falls and Meridian will complete their blue light phone checks during the day shift.</td>
</tr>
<tr>
<td>· Meridian campus blue light phones</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous shift duty tasks including but not limited to:</td>
<td></td>
</tr>
<tr>
<td>Read daily logs, bulletin boards,</td>
<td>Reading materials will be assigned for information and training purposes. Then the officer will become responsible for knowing the material.</td>
</tr>
<tr>
<td>memos, and e-mail daily</td>
<td></td>
</tr>
<tr>
<td>Take calls for service</td>
<td>Safety escorts will be considered a priority call. All officers are responsible to provide safety escorts.</td>
</tr>
<tr>
<td>Write reports.</td>
<td></td>
</tr>
<tr>
<td>Read regular reading assignments:</td>
<td>Unlocking of campus buildings each weekday morning is shared between Public Safety, Grounds, and Custodial.</td>
</tr>
<tr>
<td>Provide safety escorts:</td>
<td></td>
</tr>
<tr>
<td>Unlocking campus buildings as assigned Monday through Friday:</td>
<td></td>
</tr>
<tr>
<td>· Weekend unlock is by special request.</td>
<td></td>
</tr>
<tr>
<td>Midnight Shift Responsibilities</td>
<td>Implementation</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Provide motorist assists:</strong></td>
<td><em>Motorist assists require the signature of the owner/driver of the vehicle on a department liability waiver form prior to the officer attempting to unlock or jump start a vehicle.</em></td>
</tr>
<tr>
<td>• Vehicle jump starts</td>
<td></td>
</tr>
<tr>
<td>• Vehicle unlocks</td>
<td></td>
</tr>
<tr>
<td><strong>Routine patrol:</strong></td>
<td><em>Every effort will be made to run radar during the most congested times on campus from approximately 07:15 to 08:00.</em></td>
</tr>
<tr>
<td>• Radar</td>
<td></td>
</tr>
<tr>
<td>• Theft protection in parking lots</td>
<td></td>
</tr>
<tr>
<td>• Watch for any suspicious activity</td>
<td></td>
</tr>
<tr>
<td><strong>Make checks of campus buildings:</strong></td>
<td><em>Make as many checks as possible and hit all of the posted check points at least once during the shift.</em></td>
</tr>
<tr>
<td>• Report safety hazards</td>
<td></td>
</tr>
<tr>
<td>• Make community contacts</td>
<td></td>
</tr>
<tr>
<td>• Hand out crime prevention materials</td>
<td></td>
</tr>
<tr>
<td><strong>Crime Prevention:</strong></td>
<td><em>Crime prevention in all components is an important part of campus safety and should be an element of every responsibility.</em></td>
</tr>
<tr>
<td>• Complete crime prevention surveys</td>
<td></td>
</tr>
<tr>
<td>• Write crime prevention reports</td>
<td></td>
</tr>
</tbody>
</table>
## Day Shift Responsibilities ISU - Meridian Health Science Center

**Building/safety checks**

**Assist Facilities**

**AED \ Fire extinguisher checks**

**Fire Drills**

**Miscellaneous shift duty tasks including but not limited to.**

- Read daily logs, ICLEA bulletin’s, e-mails, and other memo’s.
- Monitor camera systems within building.
- Monitor entrance connecting the ISU building and Renaissance High School
- Supervise ticket writers. Making contact with them on each shift. Help them with parking related issues.

**Attend training or meetings.**

**Overseeing Parking violation appeals**

**Assisting with emergency management tasks.**

**Develop Emergency Management Department**

## Implementation

**Walk the building foot patrolling and making contact with different departments and students. Having a show of presence in the building at least every hour of shift. Make checks and report any safety hazards.**

**Assist with routine safety and monitoring of building.**

**All of these tasks are important to the operation of various department functions and must be performed on a regular basis.**

**As needed with traffic or safety concerns related to parking.**

**Attending various meeting to include, but not limited to Campus Safety, Student of Concerns Team, Parking Board, Meridian Incident Command Team, Idaho Crime Prevention Association and county LEPC.**

**Work with other skilled staff to develop EM Department at Meridian (i.e., emergency response information for faculty, staff and students, THIRA, developing and implementing 5 Year Exercise Plan, develop IAPs, developing ICS training for Meridian ICS personnel, etc.**
2.1.13  Shift Vacancies

When vacancies occur within the shifts, the Lieutenant will issue a Personnel Memorandum stating that there is a vacancy within the shift, and the days off associated with the vacancy. This memorandum shall advise personnel interested in the position to submit an officer’s report to the Lieutenant posting the position. Selection for the position will be an administrative review by the squad Sergeants and the appropriate Captain.

2.1.14  Seniority

Seniority will be used to determine days off, vacations, compensatory time, and other issues. Departmental seniority is defined as time from the date of hire with the Department.

2.1.15  Return to Patrol From Special Duty Assignment

Those officers returning to patrol duties from a specialized assignment shall have their shift placement determined by the Department based on the need of the Department, officer seniority, and officer’s preference.

2.1.16  Officer Days Off

Days off for patrol officers are predetermined by the Captain.

In a new bidding process for shift assignments and days off, Departmental need shall be the standard.

2.1.17  Beat Assignments

Officers may be assigned to beats within their respective division.

2.1.18  Responsibilities

Once an officer is assigned to a particular beat, the officer(s) will be responsible for providing special checks, foot patrols, or other selective enforcement identified by statistical analysis or other means.

Officers are not to ride together in pairs during a shift. They are to remain in their own vehicle. Exceptions to this are when responding to the same call or when training.
2.1.19 Flags

A. Flags at the Administration Building, Applied Technology, and the College of Education, should be raised at approximately 0700 hours and lowered between 1700 hours and 1730 hours each and every regular work day.

B. Flags will not be raised weekends or on holidays when regular school activities are not conducted.

C. Flags will not be raised at any time during inclement weather.

D. Care will be taken to show proper respect for the flags, and after lowering the flags, they will be properly folded and stored. Wet flags may be hung until dried and then folded and stored.

E. When directed by the University administration, flags may be flown at half-mast.

F. When raising the flag to half-mast first raise it to full staff and then lower it to half-mast.

G. When retrieving the flag from half-mast first raise to full staff and then lower, properly fold, and store.

2.1.20 Animal Facility Entrance Protocol

Do not enter any animal facility without contacting the facility manager. If it is an emergency situation, try to contact the manager before entering, if possible. The phone number, which is posted on the outer doors of the facilities, is 251-5166.

Research with animals is being conducted in the facilities. Successful research requires that the environment remain constant. Changes in noise, light, odors, etc. can disrupt research. It can mean that research projects going on for an extended period of time must be stopped. It may require that new animals be purchased. Stopping and starting any research project is expensive. Also, you may not be aware of what research is taking place and it could be harmful to you.

To enter a facility with one of the animal facility staff you must sign the Occupational Health Form which can be found at http://www.isu.edu/anmlcare/forms.shtml.

You will be required to wear personal protective equipment which includes booties, head cover, and a yellow gown. Where you need to go will dictate whether a mask and gloves are required. This is for your protection and that of the research animals.

2.1.21 Patrol Building Unlocks

Care should be taken at all times to insure that unauthorized persons are not allowed entrance into areas for which they would not normally be allowed. Officers will identify and file a report on all persons requesting access to buildings after hours.
Officers shall unlock the following buildings, Monday through Friday between 0600 hours and 0700 hours:

- Engineering Building
- Physical Science Building
- Administration Building
- Graveley Hall
- Hypostyle & Museum
- Liberal Arts Building
- Business Administration Building
- Colonial Hall
- Building 7
- Building 3
- Building 10
- Building 15
- Building 12
- Building 4
- Building 5
- Building 35

The following buildings will be unlocked Monday through Friday between 0600 hours and 0700 hours by the Custodial or Grounds Department:

- M&O Compound
- Gate at Bus Garage
- Gate at Shipping on Dunn Street
- Biology Building
- Lecture Center
- RFC Building
- Albion Hall
- Education Building
- Building 65
- Building 67
- Building 48
- Building 61
- Building 62

All buildings on campus can be unlocked by a Public Safety Officer on weekends or by the department calling and filing a request for it to be unlocked and locked at certain times. Communications will post the unlock requests on the unlock request clipboard.

### 2.1.22 After Hours Building Access

**Microcomputer Learning Facility, Life Science**

Officers will complete after hours checks of the Microcomputer Learning Facility at Life Sciences at least once a shift, and check the identification of all individuals in the facility.

All students must show a valid ISU ID card and an after-hours access authorization card signed by an Academic or Computer Center Administrator.

Faculty and staff need to show only their ISU ID card.

Any individual who is unable to show proper identification will be asked to leave the facility and a Public Safety report completed.

**M&O Compound**

All after-hours access will be controlled by Public Safety.
Unless specific authorization is given to the contrary, after hours use should be limited to either the Heat Plant gate or the Humbolt Street gate.

Officers will not loan the key to anyone. People who think they need their own key should be referred to their Department Director to request the keys through the online key request program.

The Compound gates should be closed and locked preferably at 1730 hours, but no later than 1800 hours. During the summer months, when there is no Heat Plant Operator, this includes the large gate by M & O.

During the summer months all gates should be locked at 1630 hours.

If there is a request in writing, Public Safety will open the gate near Shipping and Receiving while a verified ISU employee is monitoring traffic going through it. It will not be left open.

The gate at the Heat Plant may be left open upon request without an employee to monitor traffic. Any exceptions must be personally approved by the Facility Services Director.

The two main gates should be unlocked each regular work day at 0700 hours. During the snow season, the times may be modified.

After unlocking the gates, leave them closed. Facility Services personnel will open them.

**General Buildings**

The following list of procedures is the policy of the ISU Department of Public Safety with regard to after hour building access.

1. The ISU Department of Public Safety will identify any person that is requesting access to a building, office, or room that is secured.

2. The ISU Department of Public Safety will allow students into secured building or classrooms for the purpose of collecting personal property (i.e., coat, purse, book, etc.)

3. The ISU Department of Public Safety will not allow students access to building for the purpose of group studies without confirmation from the Dean or Chair of the building.

4. The ISU Department of Public Safety will not allow any student access to any faculty, staff, or administrator’s office or room without confirmation from the owner of the office or room, except to collect personal property. Confirmation must be live communication and not through a letter or note.

5. The ISU Department of Public Safety will not allow students access to departmental files or tests without confirmation from the owner of the office or room where the property is located. Confirmation must be live and not through a note or letter.

6. The ISU Department of Public Safety will not open a building and allow a student to be left unattended without confirmation from the Dean or Chair of the building.
For any other situation that may arise, the Director of Public Safety should be notified for instruction on a case-by-case basis.

2.1.23 Blue Light Emergency Poles

The ISU emergency blue light poles are required to be tested weekly.

On Friday of each week, the blue light pole check sheets are posted in the squad room. The work sheet must be completed after each pole check. One work sheet is completed for each emergency pole. Any reports of repairs must be indicated on the work sheet. The completed work sheets are to be posted back in the squad room by Monday at 0800 hours.

Officers are required to post “out of order” pole covers on any emergency pole that is malfunctioning.

ISU Main Campus

It is the responsibility of the Monday midnight shift officer to test the serviceability of the emergency blue light poles. This should be completed between 0330 - 0530 hours.

The Pocatello Police Department must be notified before completing the checks.

Idaho Falls University Place

It is the responsibility of the Saturday day shift officer to contact the Idaho Falls University Place officers to ensure serviceability of the University Place emergency blue light pole. Report any repairs in the work sheet in the squad room.

Officers are required to insure the “out of order” pole cover is placed on any emergency pole that is malfunctioning.

2.1.24 Minimum Staffing - Campus Wide

The minimum staffing level for patrol is one officer.

During routine vehicle patrol, officers may cross over into other divisions and beats as necessary to provide a high level of pro-active patrol.

Calls for service will be the responsibility of the assigned shift officer. Non-priority calls will be held until the beat officer clears, in keeping with established Communications guidelines.

Emergency calls should be assigned to the patrol beat officer or another officer if the beat officer is busy.
2.1.25 Beat Rotation

Daily shift assignments shall be assigned by the shift supervisor. Frequent rotation is intended to allow officers to maintain a community wide perspective of crime problems and concerns.

Rotation of shift assignments will be determined by the assigned shift supervisor. Days off will be determined by the assigned shift supervisor.

2.1.26 Response to Resident Halls

For any incident that occurs at a housing complex, coordination with the complex director is mandatory. If any business involves entering the housing complexes, the housing staff is to be notified unless you are instructed differently by the ISU Director of Public Safety. Do not assume that the complex director has been notified because you are with a resident assistant. Always ask for the director to be notified of your presence.

2.1.27 Response to Domestic Disturbance

When a Public Safety officer is dispatched to the scene of a domestic disturbance, the officer will observe the scene and determine if any of the following has occurred;

19-603 When at the scene of a domestic disturbance there is reasonable cause to believe, based upon physical evidence observed by the officer or statements made in the presence of the officer upon immediate response to a report of a commission of such a crime, that the suspect has committed a violation of assault, battery, domestic assault or battery, stalking, or violation of a protection order (For more information refer to the Idaho Code).

If any of the crimes listed below is determined to exist or have happened, the ISU officer shall:

A. Take control of the scene and render it safe.
B. Make immediate notification for aid from the Pocatello Police Department.
C. Request immediate medical assistance if appropriate.
D. Request an advocate pursuant to FSA Protocol(An advocate should be called for all situations involving the crimes listed below).
E. The Public Safety Officer will complete a Danger Assessment Form (can be found on the Public Safety Z(Share) Drive. If there are 10 more “yes” answers on the assessment, they victim is to be considered in severe danger of physical harm or possible death.
F. Notify the Public Safety Director.
G. Begin investigatory inquires and securing any evidence for the Pocatello Police.
The following definitions are provided to assist officers in quantifying the incident.

18-901 **Assault:** (1) means an unlawful attempt, coupled with apparent ability, to commit a violent injury on the person of another; or (2) An intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent.

18-903 **Battery:** (1) means a willful and unlawful use of force or violence upon the person of another; or (2) actual, intentional, and unlawful touching or striking of another person against the will of the other; or (3) unlawfully and intentionally causing bodily harm to an individual.

18-918 **Domestic Assault or Battery:** (1) means the physical injury, sexual abuse, or forced imprisonment or threat thereof of a family or household member. (2) "Family or household member;" means spouses, former spouses, persons related by blood or marriage, persons who reside or have resided together, and persons who have a married or have lived together at any time (For more detailed information, see the Idaho Code).

18-7905 *Stalking:* means any person who willfully, maliciously and repeatedly follows or harasses another person or a member of that person’s immediate family . . . when there is a temporary restraining order or an injunction, or both, in effect prohibiting the behavior described . . . "Harasses" means a knowing and willful course of conduct directed at a specific person which seriously alarms, annoys, or harasses the person, and which serves no legitimate purpose. The course of conduct must be such as would cause a reasonable person to suffer substantial emotional distress.

39-6312 **Violation of a Protection Order:** whenever . . . the respondent or person to be restrained had notice of the order, a violation of the provisions of the order or of a provision excluding the person from a residence shall be a misdemeanor . . . an officer may arrest without a warrant and take into custody a person whom the officer has probable cause to believe has violated an order (violation of order - 39-6312) If, the person restrained had notice of the order.

It is the procedure of the ISU Department of Public Safety to detain a person until the PPD arrives. Arrests are only to be made if directed to do so by a supervisor, the PPD or if the violation occurred in our presence, and an arrest is the only way to detain the suspect until the police arrives.

*If incident is only stalking and nothing else has occurred, refer to Chapter II Section 1.4 for Stalking Incident Procedures

**Domestic Disturbance Involving A Public Safety Officer or Sworn Police Officer**

The same procedures stated above will be followed, without exception.
2.1.28 Response to Incidents in Idaho Falls

The ISU Department of Public Safety is encouraging those at the facilities in Idaho Falls to contact Public Safety Officers when incidents occur in Idaho Falls. Any calls from the Idaho Falls facilities are to be treated the same as if they had originated in Pocatello by Communications. The Idaho Falls Police are to be contacted by the Public Safety dispatcher, even if the reporting party in Idaho Falls indicates that they have already contacted them.

Public Safety Officers will not normally respond to Idaho Falls unless they are directed to do so by the Director of Public Safety. However, the officer is to begin a telephone investigation and make a report on the incident when there are no Idaho Falls officers on duty.

2.1.29 Timely Warning Policy

The timely warning procedure is to assure the timely dissemination of criminal information reported to Public Safety regarding activities that may represent a threat or may be harmful and unsafe for the university community, and to aid in the prevention of similar threats or occurrence of crimes.

Timely warnings will include crimes that occur:

On Campus
“Any building or property owned or controlled by the university within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and

Any building or property that is within or reasonably contiguous to the area identified in paragraph (1) of this definition; that is owned by the institution but controlled by another person, is frequently used by students, and supports university purposes such as food or other retail vendors.”

Non-Campus Building or Property
“Any building or property owned or controlled by a student organization that is officially recognized by this institution; or

Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, if frequently used by students, and is not within the same reasonable contiguous geographic area of the institution.”

Public Property
“All public property, including thoroughfares, streets, sidewalks and parking facilities, that are within the campus or immediately adjacent to and accessible from the campus.”

It should be noted that not all crimes are reported to Public Safety. In some instances the report is made to the local police department in which case there may be a period of time before Public Safety becomes aware of the report. Every effort will be made to coordinate with the local police for timely warnings.
Crimes that fall under the Timely Warning Procedure are as follows, but are not limited to:

- Homicide
- Sex Offenses
- Robbery
- Aggravated Assault
- Burglary
- Motor Vehicle Theft
- Arson
- Negligent Manslaughter
- Hate Crimes

The Public Safety Director or his designee will be notified as soon as possible for concurrence when a timely warning is thought to be in order. The type of media to be used for dissemination and wording of the warning must be approved in advance by the Director or his designee.

Types of dissemination are as follows:

- E-Mail
- Phone Mail
- Public Safety Web Site
- Campus Watch Newsletter
- Campus Radio Station
- Public Notices Distributed by Hand or Posted in Affected Areas of Campus

**Procedure**

The dispatcher will receive the report of criminal activity and dispatch the officer (reports may be received by other office personnel or personally by the officers).

The officer will report any incidents to the Shift Supervisor that meet the timely warning criteria. The Shift Supervisor will review the incidents on a shift to determine if they meet the criteria for a timely warning and will contact the Director or his designee for concurrence.

The Director will approve the type of media and the wording for the warning. The officers and/or office staff on duty will carry out the timely warning in the manner in which the Director or his designee has established.

Timely warnings for incidents that occur in on-campus student residences will be coordinated with Housing.

**2.1.30 Maintenance Requests**

When a maintenance call is received, an officer is to respond to the scene to determine if after hours maintenance should be contacted. If tools are needed, contact custodial up until 0000 hours. After this time, if there is no urgency for repair utilize the “out of order” signs. If the repair is urgent, contact after hours maintenance.
Anytime there is a power outage on campus, maintenance is to be contacted.

When submitting a maintenance request with a report, the maintenance request slip is to be stapled to the front of the report. They are not to be paper clipped to the front or back of the report.

2.1.31 Towing Vehicles with Excessive Parking Fines

The following procedure is to be followed when towing a vehicle:

A. If a ticket writer calls in a license plate to be checked, the dispatcher will check the computer to ascertain outstanding fines.

B. If the vehicle has $50.00 or more in unpaid fines and has not received a tow warning sticker within the past six months, the dispatcher will authorize a tow warning sticker be issued to the vehicle. The date for the vehicle to be towed will be three working days from the date of issuance.

C. In order for a vehicle to be towed, the following must be met:
   1. The vehicle must have received a tow warning sticker within the past six months.
   2. The vehicle must have received a tow letter within the past six months.
   3. The Cashier’s Office must be contacted to see if the violator has paid the fines there.
   4. The violator must not have a repayment agreement negotiated, unless the violator is in violation of the agreement.
   5. The Towing Checklist must be completed and the tow must be approved by the Director or other administrator (See Chapter III Section 2.1.31).

D. When a vehicle is towed, notification of the tow is to be reported to Pocatello Police (234-6100) by the dispatcher. A notice of the tow and a description of the vehicle, including license plate number and registered owner’s name is to be posted in the Parking Office advising where the vehicle was towed to.

E. Once an individual has received a tow warning, the only place they can park is in the free parking area at Holt Arena. The individual should be advised that if they park in any other area, they will be towed from campus.
TOWING CHECKLIST

Name: ________________________________  Bengal Card # __________________________

Plate #: ______________________________  Circle One:  Faculty  Staff  Student  Other

1. Enter the amount of outstanding fines __________

2. Does the violator have a current parking permit? __________

3. If yes, enter permit number __________

4. Where is the vehicle parked? __________

5. Is the vehicle **legally** parked? __________

6. Enter date of tow letter (must have been received within last 6 mos.) __________

7. Enter date of tow warning (must have been received within last 6 mos.) __________

8. Log Entry Narrative checked for special circumstances? __________

9. Have we received payment in office? __________

10. Has a payment been made at the cashier’s office? __________

11. Has the violator negotiated a payment agreement? __________

12. Is the violator in compliance with the agreement? __________

13. Does the subject currently have any tickets under appeal? __________

14. Make, model, color of vehicle ____________________________________________

I have checked the tow letter/warning date against the fine dates & ascertained that the violator has received appropriate notice; i.e.: if the violator has made recent payment for outstanding fines that dropped him/her below the towing limit & then incurred additional fines, he/she has received a tow letter/warning for the new citations.

A. Approved
B. Not Approved

Dispatcher Signature ____________________________

Signature ____________________________  Date __________

I made a courtesy call to the offender. ____________________________

__________ (initial)
2.1.33  Snow Closure Procedure

If accumulation of snow is more than 3 inches and/or if wind and snow conditions become a safety concern for campus travel, the Public Safety Office should make sure the grounds crew is on campus by 0400 hours. Contact a grounds supervisor by phone in the following order, if necessary:

Dave Mitchell  221-8769  233-7085  Landscape Foreman
Mike Stallsmith  221-5287  238-2004  Landscape Foreman
Chris Wagner  221-0307  251-8172  Landscape Superintendent

If, in consultation with the landscape supervisors listed above, it is determined that the University cannot safely conduct business, the Public Safety Office should contact the Associate Vice President for Facilities Services and the Director of Public Safety by 0415 hours. The Associate Vice President for Facilities Services will consult with the University President or his designee on the closure decision.

Steve Chatterton, Public Safety Director  221-1785  237-5429
Phil Moessner, AVP Facilities  220-5748  240-6104
Steve Fuger, Director of Facilities Operations  705-04456  237-9021
Dr. Arthur Vailas, University President  406-1282  232-0539
Mary Vagner, Pocatello School District 25  317-2273/237-1074/235-3205
Idaho Falls Campus - Lyle Castle  241-0436  525-4754
Meridian Campus – Bessie Katsilometes  244-1247  887-5387

Contact ISU Transportation Services Terry French to see if ISU busses are running. If a decision is made to close the University, Dispatch will notify pertinent radio and television stations. Messages are to go out via RAVE using phone, text, email, posted on the University home page, Public Safety Emergency Information page, Facebook and Twitter (Steve will have dispatch do this via RAVE). A message will also be placed on the Closure Phone (ext. 3936).

Terry French  251-1212(cell)  357-7076 (home)
Bus on Call Cell  221-0068
Transportation on Call Cell  681-8723

School Districts

<table>
<thead>
<tr>
<th>School District</th>
<th>Phone Numbers</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pocatello District #25</td>
<td>232-3567</td>
<td><a href="http://www.d25.k12.id.us">www.d25.k12.id.us</a></td>
</tr>
<tr>
<td>Alternate #</td>
<td>233-3563</td>
<td></td>
</tr>
<tr>
<td>Idaho Falls District #91</td>
<td>525-7500</td>
<td><a href="http://www.d91.k12.id.us">www.d91.k12.id.us</a></td>
</tr>
<tr>
<td>Idaho Falls District #93</td>
<td>525-4400</td>
<td><a href="http://www.d93.k12.id.us">www.d93.k12.id.us</a></td>
</tr>
<tr>
<td>Blackfoot District #55</td>
<td>785-8800</td>
<td><a href="http://www.d55.k12.id.us">www.d55.k12.id.us</a></td>
</tr>
<tr>
<td>Meridian School District #2</td>
<td>855-4500</td>
<td><a href="http://www.meridianschools.org">www.meridianschools.org</a></td>
</tr>
<tr>
<td>Nampa School District #131</td>
<td>476-9462</td>
<td><a href="http://www1.nsd131.org/web0/default.aspx">http://www1.nsd131.org/web0/default.aspx</a></td>
</tr>
<tr>
<td>Boise School District #1</td>
<td>864-4000</td>
<td><a href="http://www.boiseschools.org">www.boiseschools.org</a></td>
</tr>
</tbody>
</table>
**Miscellaneous Numbers**

Idaho State Police  
236-6066 (Pocatello)  884-7000 (Meridian)

Road Report/Road Conditions  
Call 511 or 1-888-432-7623: http://511.idaho.gov

Idaho Transportation Dept. (ITD)  
208-334-8000 (Boise)

Weather Service (voice)  
233-0834: www.weather.gov

Weather Service (recording)  
233-0137

Weather Service (unlisted)  
232-9316 (ask Steve before you call this #)

Port of Entry McCammon  
775-3322 or 775-3311

**Television Stations**

**Pocatello/Idaho Falls**

Email for all Southeast Idaho tv/radio stations: noschool@eiradio.com

KPVI Channel 6 232-6666/529-0540  Fox 31  232-3141

KIDK – TV3  233-3333/522-5100/523-8922  KPIF TV  537-5743

KIFI News 8  233-8888/525-8888 or 525-2520

**Meridian**

KTVB – Boise  208-375-7277 email: ktvbnews@ktvb.com

KBOI – Boise  208-472-2224 or 208-472-2207 email: news@kboi2.com

KIVI/KNIN – Nampa/Caldwell  208-381-6660 email: news@kivitv.com

**Radio Stations**

**Pocatello/Idaho Falls**

KSEI (KMGI)  233-2121  KISU  282-2857/800-543-6868

KZBQ  234-1290/232-2636  KPKY the Rock  233-1133

KLCE***  523-3722/785-1400  KORR 104  235-1041

KWIK  522-5900  KUPI  522-1101

KRXX (Rexburg)  656-8956  KGTM  529-6926

KRIC (Rexburg)  496-2050  Clear Channel  524-5900

KITT K100 (Soda)  547-2500

***KLCE has the following affiliates: KPLV, Z103, LIVE 105, KCVI, KICN, and KBEAR. We only need to call KLCE and they will inform the other stations.

**Meridian**

KBOI News Talk Radio 670  336-1821 email: news@kboi.com

KIDO 580 News Radio  344-6353 email: kevin.miller@peakbroadcasting.com

KINF News Radio 99.1 FM and AM 730-Nampa:  465-9966 email: donw@impactradiogroup.com

Boise State Public Radio  426-3663 email: sadiebabits@boisestate.edu

**Meridian**

A recommendation to close campus in Meridian due to weather will be made by the ISU Administration, Public Safety and Facilities Services, in Pocatello and Meridian, after consulting the various sources listed above for weather information. The ISU President or his designee will make the final decision to close campus. If the Meridian campus is closed a recording will be set up on the student hotline number at 282-7825. In addition, Dispatch will notify pertinent radio and television stations. Messages will also be posted on the University home page, Public Safety Emergency Information page, Facebook and Twitter (this will be done by ISU Dispatch via RAVE).
Phone Closure Procedure
A. ISU Public Safety Closure Phone (#3936):

The message on the closure line (#3936 - located on the console at dispatch) will direct callers on whether the University is open or closed.

UNLESS OTHERWISE DIRECTED BY THE UNIVERSITY PRESIDENT OR HIS DESIGNED, THE MESSAGE WILL STATE THAT THE UNIVERSITY IS OPEN FOR NORMAL BUSINESS.

B. To change the ISU closed message, proceed as follows:

1. From 3936, dial into the phone mail system by dialing "6990".
2. Enter the pin "7669" (7669=SNOW) then "Enter" or "#".
3. Select "4".
4. Select "1".
5. Record closed message as directed by Steve or Michelle.
6. Select "#".
7. Hang up. Phone mail will answer advising that the University is closed.
8. BE CERTAIN THE LINE LIGHT IS FLASHING. IF IT IS NOT, DIAL"#-9-6990" AND HANG UP.
9. Go to another phone and call 3936 to test that the proper message is in place.

C. To change the ISU open message, proceed as follows:

1. From 3936, dial into the phone mail system by dialing "6990".
2. Enter the pin "7669" (7669 = SNOW) then "Enter" or "#".
3. Select "4".
4. Select "1".

5. Record open message as directed by Steve or Linda.

6. Select "#".

7. Hang up. Phone mail will answer advising that the University is open.

8. BE CERTAIN THE LINE LIGHT IS FLASHING. IF IT IS NOT, DIAL "#-9-6990" AND HANG UP.

9. Go to another phone and call 3936 to test that the proper message is in place.

IF YOU ARE UNABLE TO PROPERLY PROGRAM THE PHONE, CALL MICHELLE OR JAMIE AT HOME.

2.1.34 Snow Closure Policy - Idaho Falls and Meridian

If accumulation of snow is more than three (3) inches or if wind and snow is making driving extremely unsafe, site closure may be implemented as follows:

If Major School District(s) Where ISU Regional Site is Located are CLOSED (e.g., Boise & Meridian):

**Action**: ISU Dean will contact the Director of Public Safety and/or the AVP for Facilities Services, who in turn will contact the VP of Finance and Administration. The outreach dean will also contact the University President to obtain authority to close campus. The outreach dean will contact the Public Relations Office to provide closure information to local television and radio stations. Notice of closure by e-mail and telephone messaging is to be activated through remote access to the system; it is the responsibility of the ISU Dean to assure that such communication is in place at the regional site.

If Major School District(s) Where ISU Regional Site is Located are Considering Closure and Outlying Area Schools are Closed:

**Action**: ISU Dean will contact ISU Director of Public Safety and/or the AVP of Facilities Services, who in turn will contact the VP of Finance and Administration to discuss options and determine final action. If ISU Dean Cannot Make Contact with ISU Pocatello Main Campus Officials by 6:00 a.m. for Public Announcement of Closure in Order to Safeguard the Lives of the Students, Faculty and Staff members:

**Action**: ISU Dean can make a decision to close for a period of hours up to one day and will notify campus officials after media alert, emergency phone activation and e-mail notification.

ISU Twin Falls is located on the College of Southern Idaho (CSI) campus and would be included in CSI decisions regarding campus closure for snow conditions.
2.1.35 Snow Removal Procedure

Areas of Responsibility and Duties

Public Safety will:

- Monitor all campus properties.
- Inspect for unsafe conditions.
- Notify the proper department for area of concern.
- Confirm condition was corrected.
- Begin process of snow removal by alerting on-call personnel when there is sufficient snow to create a problem.
- Provide snow alert and deficiency reports. Maintain an up-to-date on-call list from the responsible departments.
Patrol Supervisor Span of Control

2.2.1 Patrol Sergeant's Responsibilities

The first line supervisor in the patrol section is designated as the Sergeant. The Sergeant is responsible for the dissemination of briefing information, evaluation of subordinates, investigation of citizen complaints, assignment of personnel, review of criminal and non-criminal reports, and supervision of the officers, student employees, and full-time employees on-duty.

Sergeants may delegate certain duties to their respective Corporals on the Sergeant's behalf during absence from regularly assigned duty periods.

2.2.2 Patrol Corporal’s (Senior Officer) Responsibilities

The patrol Corporal is responsible for assigning personnel to duty assignments, briefing, review of reports, and supervision of the officers on-duty, in the absence of the Sergeant.

The Corporal may have other responsibilities delegated at the discretion of the Sergeant.
Patrol Supervisory Response

There are often times when incidents of a serious nature occur that require the presence of a patrol supervisor at the scene of the incident. This response is necessary to authorize a supervisor to deal with the incident.

2.3.1 Required Response

A patrol supervisor shall be required at the scene of the following incidents.

A. Any serious incident.
B. Any shooting.
C. Any actual fire involving a structure.
D. Any traffic accident involving death or potential death.
E. Any officer injury.
F. Any officer-involved accident.
G. Any organized demonstration that presents the possibility of arrests for civil disobedience or criminal activity.
H. Any scene where coordination of multiple agencies (i.e. law enforcement or public safety agencies) are involved. This does not include false fire alarms.
I. Any incident that presents the potential for loss of life or serious physical injury.
J. Any bombing or attempt.
K. Racial incidents that turn out to be volatile.
L. At the request of any officer.

M. Any time a bomb threat or threat information is received.

For the purpose of this section a supervisor shall be defined as the Sergeant on-duty. If neither a Sergeant nor Lieutenant is on-duty, the officer shall immediately contact by Pager or telephone a supervisor.

2.3.2 On the Scene Supervision

The on-scene supervision shall be conducted by the first supervisor on the scene until he/she is relieved by a higher authority.

2.3.3 Patrol Priorities

A. Due to increasing demands for services, calls for services shall be handled in order of priority. The prioritization plan is designed to accommodate the process as well as preserve beat integrity necessary for effective patrol effort.

B. Calls shall be placed in three categories:

1. Emergency
2. Urgent
3. Routine

C. Emergency calls shall be dispatched without delay to the nearest unit to the call location.

D. Urgent calls are of a less serious nature and may be held no longer than 15 minutes unless a supervisor approves longer delay.

E. Routine calls may be held for a maximum of 30 minutes before a supervisor must be advised. Calls of this nature may be handled over the phone.

F. The following guidelines shall be used in priority ordering calls:

1. Priority one - Emergencies
   a. Any reported injury or serious health problem.
   b. Any threat to life or danger of serious physical injury or major property damage.
   c. Any felony or violent misdemeanor where the suspect has remained at the scene or may be apprehended in the immediate area.
2. Priority two - Urgent

a. Any incident currently in progress that does not represent a significant threat to life or property.

   (1) Vehicle accidents not involving injuries or vehicles blocking traffic.

   (2) Burglaries or auto thefts which just occurred, but where the suspects have fled the scene and there is no reasonable chance of immediate apprehension.

   (3) Incidents with suspect information or where immediate follow-up is required.

3. Priority three - Routine

a. Any incident not in progress involving minor offenses or when the complainant had delayed reporting the incident for more than one hour, such as:

   (1) Any incident involving non-criminal matters or requests for service.

   (2) Any incident where there is no likelihood of apprehending the offender.

   (3) Any incident where no initial investigation is possible because the complainant is not at the scene.

   (4) Any complaint for insurance purposes.

   (5) Abandoned or illegally parked vehicles.

G. Calls for service will not be held if an officer is performing a routine patrol task.

2.3.4 Duress Phone Calls

The duress line is the red "emergency phone" in dispatch. Phones at locations on campus such as individual offices have been connected to the duress line. See dispatch manual.

The dispatcher receiving the call is to give it top priority and dispatch an officer immediately.

The officer receiving the duress call is to give it top priority and respond immediately.

The officer will respond quickly but use caution because this type of call has the potential to be dangerous.
Roll Call Briefing

2.4.1 Purpose

Roll call briefing shall be used as a means of informing patrol personnel of issues involving the Department, and for training, as well as making duty assignments.

2.4.2 Officer's Responsibilities

Officers working patrol assignments shall report for roll call briefing in the required duty uniform and shall be prepared to immediately respond to any calls for service.

Officers will record information necessary for their duty assignment.

It shall be the responsibility of the shift supervisor to ensure all personnel working regular duty are briefed with relevant information. The following is a listing of information that shall be covered:

A. Current (on-duty) shift information.

B. Departmental Information:

1. Previous shift information
2. Special Orders
3. Memorandums to include subpoenas, attempts to locate (ATL), and intelligence information
4. Training
5. Off-duty work
6. Other information: crime analysis, directed patrols
C. University Information:

   1. Personnel matters
   2. Special events
   3. Other

D. Inspections:

   1. Uniforms
   2. Weapons
   3. Vehicles

Information for briefings will be obtained from the daily information board and incident box.
Nuclear Reactor Security Checks and Response

2.5.1 Policy

The Department is required to perform periodic security checks of the nuclear reactor located in the Engineering Building. Department personnel are responsible for providing these required checks.

2.5.2 Requirements

The below listed security checks shall be performed at least once during each four hour segment between the hours of 0001 and 2400 every day of the week. The checks shall be separated by a maximum of four hours. The minimum number of checks for this period shall be six.

On weekends, holidays, or other times that the University is closed, one check per four hour period shall still be performed between 0001 hours and 2400 hours. These checks shall be separated by a maximum of four hours. The minimum number of checks for this 24-hour period shall be six.

2.5.3 Areas for Security Checks

The following security checks shall be performed:

A. A visual check of room 20.

B. A physical check of the door/lock of room 20.

C. A visual check of the Reactor Monitoring Device (on/off).

D. A visual check of room 22.

E. A physical check of the door/lock of room 22.
F. A visual check of room 23.

G. A visual check of the door/lock of room 23.

H. Complete security check with bar code read.

During the visual inspections, if unusual activity or situations arise, the person conducting the inspections shall inform the on-duty supervisor and dispatch. The supervisor shall make the determination to contact the reactor personnel.

Items of special concern while conducting the inspection are:

A. The locked doors of rooms 20, 22, and 23. If they are found unlocked, notification of reactor personnel will be determined by the on-duty supervisor.

B. There are radiation sensors that will activate upon detection of certain levels of radiation. This alarm is composed of an audible bell and light.

C. There is a red light outside of room 20. When the light is on, this is an indication that the reactor is in operation.

D. Any time when the doors to rooms 20, 22, and 23 are open and/or the red light indicates the reactor is in operation, there should be authorized personnel in the rooms and observable from the viewing windows in the doors.

E. Any unsecured doors shall be reported to reactor personnel immediately.

F. If the alarm is sounding, immediate notification to dispatch, the supervisor on-duty, and reactor personnel is required.

2.5.4 Emergency Notification Procedures and Lists

Dispatch shall maintain a current notification list. Following is the protocol and call lists for responding to alarms at the Engineering Building:

G. Immediately dispatch two (2) Public Safety Officers to the scene.

H. Bring up all cctv cameras in Engineering.

I. Contact Steve Chatterton and advise him of the situation.

J. Call Reactor Staff on call out list until someone affirms they will respond and meet the officers at the facility.

K. Record name of staff responder.
L. Communicate name of staff responder to officers at the facility and instruct officers where to meet the responder at the facility.

M. Any other contacts will be made per instructions from Steve Chatterton and/or the reactor staff responder, or supervising officer on scene.

N. Use the Phoenix Alarm System to process and log the Event. Phoenix contains the signal data (i.e., Intrusion or Fire alarm), instructions/procedures, contacts and an action log to record every action taken as the Event is processed.

Trouble Alarms

If the alarm resets/restores within 10 minutes, dispatch will complete a maintenance request. If alarm does not restore/reset within 10 minutes or alarms continually, dispatch the on-duty officer and bring up cameras where available. Notify Steve immediately! Notify Maintenance (after hours & on weekends on-call maintenance) ONLY if the officer can’t reset the alarm. Dispatch will complete a maintenance request.

NOTE: There is no possible radiation exposure resulting from any emergency at this facility that might be high enough to prevent anyone from providing emergency medical attention to an injured individual within the nuclear facility.

Communications Failures

A Network Communications Failure alarm occurs when there is a communications failure between our alarm notification system and the campus network. It normally resets within minutes. Contact Telecom ONLY if it has not cleared within 1 (one) hour (during normal business hours contact Telecom at ext. 4541; after hours call the NOC line at ext. 6621).

Find out what is wrong and how long it will be down. Notify the Director at this time to let him know what is going on.

If the alarm is going to be down for more than 2 (two) hours notify the on-duty officer to do a security check of the area every two hours.

2.5.5 Security Response

During an incident at the Engineering Building, Public Safety has the responsibility to:

A. Establish area control and manning of check points.

B. Traffic control and traffic counting.

C. Assistance in communications and information dispersal.

D. Assist state police in the event of a radiation accident.
2.5.6  Response to Intrusion

When an intrusion is determined, two officers shall be dispatched to investigate. Any person found in the area will be detained and required to provide a current valid identification.

Questions concerning a person's authority to be in the area shall be clarified with the Reactor Facility Notification Roster or personnel on site.

2.5.7  Response to Fire Alarms

When a fire alarm is activated at the Engineering Building, key reactor personnel have been instructed to meet on the east side of the building.

Officers should make contact with one of the reactor representatives to determine if the alarm is a result of a problem at the Engineering Building, or an actual fire.

All alarms shall be fully documented on a Miscellaneous Incident Report.

2.5.8  Suspected Exposure to Radiation

If any person is suspected to have been contaminated, Communications shall immediately be advised. It is Communications responsibility to immediately inform the fire department, and Technical Safety. Persons suspected of exposure shall be isolated as much as possible to prevent any further contamination.
Animal Control

No officer shall attempt to physically handle any animal which appears to be wild or vicious. In the event that the Department receives a report of a stray, vicious, or wild animal the following procedure will be followed.

2.6.1 Policy

Upon receiving a report of a wild, stray, or vicious animal, an officer will be dispatched to evaluate the circumstances.

2.6.2 Communications Responsibility

Communications is responsible for evaluation of the call and dispatching appropriate personnel.

2.6.3 Officer’s Responsibility

Without a handler:

A. The responding officer will evaluate the situation and determine whether or not the animal can be handled by our Department.
B. The responding officer should use the animal restraining pole to capture large animals.
C. The officer will notify Communications to have animal control dispatched.

2.6.4 Handling Animals and Dogs

A. In the event that a Public Safety officer responds to a call or witness’s actions and or behaviors of an animal or dog which leads him or her to believe the animal is aggressive, a written dismissal from campus shall be given immediately to the owner/handler and the animal shall be removed from campus immediately.
If there is no owner or handler with the animal, the restraining pole will be used to capture and control the animal. Animal Control will then be contacted to come claim the animal and remove it from campus.

B. The officer will then write a detailed incident report specifying the actions and behaviors displayed by the animal.

C. Actions which constitute aggressive behavior:

1. Head being lowered, show of teeth, ears flattened;

2. Attempted biting, growling, sneering;

3. Crouched body position, pulling against restraining devices, or stalking behaviors.

D. These are pre-attack behaviors. A combination of these actions will constitute the animal being judged as aggressive and justify banning the owner/handler from bringing the animal on campus is justified.

2.6.5 Dogs on Bartz Way

Dogs are allowed on Bartz Way without a leash. They must, however, be within their owner’s control by voice command and owners may be required to demonstrate control.

Owners will be required to pick up and dispose of their dog’s solid waste.

2.6.6 Use of Force

If the animal struggles or tries to attack, and the officer feels they are a threat, us of 5% OC spray may be administered according to the regulations specified in Section III 1.1.13 of this manual.

At no time will an officer physically beat or injure an animal found on ISU property.

2.6.7 Dead Animal Removal

When the carcass of a dead bird is found on campus Public Safety Dispatch will contact Animal Control. If Animal Control cannot be contacted or cannot respond, then Public Safety will contact Grounds. If for some reason Grounds cannot be contacted or cannot respond, then Public Safety will remove the dead bird following these general precautions.

If possible, before disposing of any dead bird, you need to consult with the local Fish & Game to inquire whether dead bird reports are being tallied and if the dead bird in question might be a candidate for WNV (West Nile Virus) or Avian Flu testing. If the dead bird has been dead under 24 hours, Fish & Game will do testing if someone brings the bird to them. If the bird has been dead for longer than 24 hours, it needs to be disposed of. In both cases, Animal Control will pick up the dead birds, depending on how busy their officers are.
When picking up any dead animal, wear disposable impermeable gloves and protective eyewear, and place the dead animal directly into a plastic bag. Gloves will be changed or not used if torn or otherwise damaged. If gloves are not available, use an inverted double plastic bag technique for picking up carcasses or use a shovel to scoop up the carcass into a plastic bag.

For situations in which the bird carcass is in a wet environment or in other situations in which splashing or aerosolization of viral particles is likely to occur during disposal, safety goggles or glasses and a surgical mask will be worn to protect mucous membranes against splashed droplets or particles.

Animal carcasses will be double bagged and placed in a trash receptacle that is secured from access by children and animals. If the carcass is to be submitted for testing, it will be given to ISU Technical Safety to secure.

After handling any dead animal, avoid touching the face with gloved or unwashed hands.

Any PPE that was used (e.g., gloves, safety glasses, mask) will be discarded or disinfected, and hands will then be washed with soap and water. Use an alcohol-based hand gel when soap and water are not available.

If possible, before disposing of any dead animal/bird, you need to consult with the local Fish & Game to inquire whether dead animal/bird reports are being tallied and if the dead animal/bird in question might be a candidate for WNV or Avian Flu testing. If the dead animal/bird has been dead under 24 hours, Fish & Game will do testing if someone brings the animal/bird to them. If the animal/bird has been dead for longer than 24 hours, it needs to be disposed of. If both cases, Animal Control will pick up the dead birds, depending on how busy their officers are.

### 2.6.8 Additional Precautions for Dead Animal Removal in High Risk Settings

If it becomes necessary for any Public Safety Officer to collect large numbers of dead animals or in confined indoor spaces, the following additional precautions will be used.

1. Minimize any work activities that generate airborne particles. For example, during the cleanup phase of the bird removal, Do Not washing surfaces with pressurized water or cleaner (i.e., pressure washing) which could theoretically aerosolize Avian Flu viral particles that could then be inhaled. The use of PPE (i.e., a filtering face-piece respirator (N95), coveralls, gloves, shoe covers, and protective eyewear) will be authorized, particularly while repeatedly handling large quantities of dead birds as part of a regular work assignment.

2. If using safety glasses, a mask, or a respirator, do not remove any of these items until after gloves have been removed and hands washed with soap and water. Use an alcohol-based hand gel when soap and water are not available. After PPE has been removed, hands will immediately be cleaned again. Personal Protective Equipment worn (e.g., gloves, mask or clothing) will be disinfected or discarded.

3. Appropriate bio-safety practices and PPE use are available from Technical Safety.
2.6.9 Recommendations for PPE Disinfection

For machine-washable reusable PPE: Disinfect PPE in a washing machine with detergent in a normal wash cycle. Adding bleach will increase the speed of viral inactivation as will hot water, but detergent alone in cold water is also effective. Follow manufacturer instructions for drying the PPE.

Non machine-washable reusable PPE should be cleaned following the manufacturer’s recommendations for cleaning.
2.7.1Purpose

The purpose of this procedure is to implement the alcohol and illegal drug policies of Idaho State University and the State Board of Education which prohibits the possession and consumption of alcohol in public places on University property, and which prohibits the manufacture, sale, possession and use of illegal drugs on University-owned or controlled property (see the Statement on Alcohol and Drugs in the ISU Policies and Procedures and Student Code of Conduct on Intoxicants and Drugs and the Substance Abuse Policy in the Student Handbook).

Consumption of alcohol is prohibited in general use areas and is permitted in the living quarters of persons of legal age, e.g. individual residence hall rooms, student apartments; and other areas designated by the President with the approval of the State Board of Education. General use areas shall include all University owned, leased or operated facilities and on campus grounds.

The illegal manufacture or attempted manufacture of, the possession, use of or distribution of any illegal drugs, as defined by the laws of the State of Idaho, including, but not limited to, lysergic acid diethylamide (LSD), marijuana, amphetamines, and or distribution of, narcotics on University-owned or controlled property is prohibited.

The Public Safety Director is to be notified on all alcohol and drug violations.

2.7.2Alcohol Policy Responsibilities

It is the responsibility of all University employees and students to follow the policy adopted by the State Board of Education, and to report violations of the alcohol policy to the Department of Public Safety.

The Department of Public Safety will refer all reported violations of the Alcohol Policy involving University students to the Dean of Student Affairs Office. All reported violations involving University employees will be referred to the employee’s supervisor and to Human Resources.
University groups and/or employees sponsoring public events and those employees responsible for the scheduling of public events on University property are responsible to make notification to those using University property and facilities that the possession and consumption of alcohol is prohibited.

It is the responsibility of Public Safety to coordinate efforts at the University to enforce this policy, and to interface with the Pocatello Police Department where necessary to assist in the enforcement of this policy.

Exceptions to the Alcohol policy for use at special events and in designated areas are permitted pending approval by the University President and the State Board of Education.

2.7.3 Alcohol Use - Public Notices

Entrances to the parking lot at the Holt Arena will be posted with signs advising users of the parking lot that the possession and consumption of alcohol is prohibited. Tickets to University sporting events are also marked advising participants that alcohol is prohibited on the premises, within the Holt Arena, or other areas where sporting activities are held.

Activities or events, outside normally designated areas, where alcohol consumption is permitted, notice will be given to that effect to users and officers.

Holt Arena Parking at Athletic Events

Regular patrol of the area will be conducted. When an officer has reasonable suspicion that a suspect vehicle is being used to violate this policy, contact with the person responsible for the vehicle will be made, and the occupants will be advised of the policy. If alcohol is observed, the officer will follow the steps outlined in the following paragraph.

Adults found in violation will be advised of the policy and requested to dispose of the alcohol, remove it from the premises, secure it in a vehicle, relinquish it to Public Safety or leave the property.

Persons who refuse to comply will be requested to leave the premises. Those who refuse to leave will be advised that they will be subject to arrest.

If they continue to refuse, the Pocatello Police Department will be summoned and the subject will be either escorted from the property or issued a summons for trespassing and/or other violations (i.e., open container) and escorted from the property. Actions taken will be at the discretion of the officers involved, based on the circumstances that exist at the time of the incident.

Persons who comply with the request, but are later found in violation of the policy will be detained for the Pocatello Police, or the Pocatello Police will be notified of the violation and requested to issue a summons for trespass and/or other violations, i.e., open container, and escorted from the property.

Pocatello Police will be encouraged to continue to patrol ISU facilities and to enforce applicable alcohol statutes.
If the subject is of legal age to possess alcohol and agrees to relinquish any unopened alcohol to the Public Safety officer, they may retrieve it after the event or at a later date at the convenience of the Public Safety Department.

All violations involving ISU employees or students will be reported to the Dean of Students or the employee’s supervisor and Human Resources.

**General Areas of Campus**
Alcohol is prohibited on the General Areas of Campus.

Persons found in violation of the University’s Alcohol policy, and being the legal age to possess alcohol in the State of Idaho, may be asked to remove the alcohol from University property or surrender all unopened containers of alcohol to Public Safety Officers.

Refer to Section 2.8.2 for enforcement procedures for Alcohol Policy Violations.

ISU Public Safety will continue to enforce the alcohol policy as they have in the past, i.e., when an officer has reasonable suspicion that a suspect vehicle is being used to violate this policy, contact with the person responsible for the vehicle will be made and the occupants advised of the policy. If alcohol is observed, the officer will follow the steps as outlined previously in this policy. (See section entitled “Holt Arena Parking at Athletic Events”)

Persons under the legal age to possess or consume alcohol may be referred to the Pocatello Police. If the subject is of legal age to possess alcohol and agrees to relinquish any unopened alcohol to the Public Safety officer, they may retrieve it after the event or at a later date at the convenience of the Public Safety Department.

Persons who refuse to comply with the policy will be requested to leave the premises. Those who refuse to leave will be advised that they will be subject to arrest. If they continue to refuse, the Pocatello Police will be summoned and the subject will be issued a summons for trespassing and/or other violations, i.e., open container, and escorted from the property.

Persons who comply with the request, but are later found in violation of the policy will be detained for the Pocatello Police, or the Pocatello Police will be notified of the violation and requested to issue a summons for trespass and/or other violations, i.e., open container, and escorted from the property.

All violations involving ISU employees or students will be reported to the Dean of Students or the employee’s supervisor and Human Resources.

Pocatello Police will be encouraged to continue to patrol ISU facilities and to enforce applicable alcohol statutes.

**Designated Areas**
Exceptions to the University’s alcohol policy are permitted. Permitted uses include within the residence hall rooms, student apartments, the President’s home, and other areas designated by the President with the approval of the State Board of Education.
Student Residence’s
Alcohol is permitted only in the living quarters of persons of legal age in residence hall rooms and student apartments. The Housing Alcohol Policy can be found at this link: http://www.isu.edu/departments/housing/manual.shtml#a

2.7.4 Alcohol Confiscated (from Residence Halls)

Housing officials specify and enforce their rules, and Public Safety will cooperate with Housing to assist them in enforcing the State Board policy and Housing policies. Housing will provide Public Safety with Housing policies governing the possession and use of alcohol.

Public Safety will secure alcohol confiscated by Housing officials. Unopened alcohol confiscated from student housing and secured by Public Safety may be returned to the students under the following conditions:

- When it is no longer needed as evidence.
- If the person from whom it was confiscated is of legal age to possess or consume alcohol.

When Hall Directors or Resident Assistants confiscate alcohol from residents in the dorms, Public Safety will be called. The officer will meet with the Hall Director or Assistant at the location given.

The officer will obtain the name and other pertinent information regarding the person from whom the alcohol was confiscated and the circumstance under which it was confiscated. The officer will fill out a property receipt and leave a copy with the owner of the alcohol or the Hall Director or Assistant. The officer will make a written report of the incident and place the alcohol in the evidence locker for processing.

Confiscated alcohol may be returned to the owner one day after confiscation provided the individual student presents their identification and proof of legal age.

The Housing Director has requested that confiscated alcohol not claimed by the legal owner be stored and returned to Housing for their yearly training.

2.7.5 Illegal Drug Procedures

Public Safety will notify the Pocatello Police Department and the Public Safety Director whenever any person is in violation of ISU’s illegal drug policy. All violations involving ISU employees will be reported to the employee’s supervisor and Human Resources. All violations involving ISU students will be reported to the Director of Housing, if applicable, and to the Dean of Students.

It is the responsibility of Public Safety to coordinate efforts at the University to enforce this policy, and to interface with the Pocatello Police Department where necessary to assist in the enforcement of this policy.
ENFORCEMENT OF ALCOHOL AND ILLEGAL DRUG POLICY VIOLATIONS

2.8.1 Purpose

The purpose of this segment is to set a uniform procedure that Public Safety Officers may use as a guide when handling alcohol and illegal drug violations of the University Substance Abuse Policy contained in the University Student Handbook and the Statement on Alcohol and Drugs in the ISU Policies and Procedures. The intent is to implement these policies in a fair and equitable manner.

2.8.2 Alcohol Enforcement Procedures

Pocatello Police are encouraged to continue to patrol ISU facilities and to enforce applicable alcohol statutes.

Any person uncooperative with University officials during an alcohol related incident will be referred to the Pocatello Police. Any person incapacitated will be checked by paramedics and referred to the Pocatello Police.

Alcohol confiscated may be entered as evidence and secured at Public Safety. Refer to Section 5.6.27 Alcohol Related Cases, Processing of Evidence and Property.

- Alcohol confiscated may be returned under the following conditions:
  - The alcohol is no longer needed as evidence.
  - The owner is of legal age to possess alcohol.
  - The person retrieving the alcohol is not intoxicated.

All violations involving ISU employees will be reported to the employee’s supervisor and Human Resources. The Public Safety Director will be notified whenever any person is in violation of ISU’s alcohol policy.
<table>
<thead>
<tr>
<th>ISU Student</th>
<th>NON-ISU Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under age 18</td>
<td>Under age 18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ISU Student</th>
<th>NON-ISU Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under age 18</td>
<td>Under age 18</td>
</tr>
</tbody>
</table>

### 1st Offense
- Confiscate any remaining alcohol
- Issue verbal warning
- Refer to the Dean of Students
- Pocatello Police will be notified if the subject is uncooperative
- Pocatello Police will be notified if a parent/guardian or responsible adult cannot be contacted.

### 2nd Offense
- Same as for 1st Offense
- Pocatello Police will be notified

### 3rd Offense
- Same as for 2nd Offense

### ISU Student
<table>
<thead>
<tr>
<th>Between ages 18 and 21</th>
</tr>
</thead>
</table>

### 1st Offense
- Confiscate any remaining alcohol
- Issue verbal warning
- Refer to the Dean of Students
- Pocatello Police will be notified if the subject is uncooperative
- Pocatello Police may be notified

### 2nd Offense
- Same as for 1st Offense
- Pocatello Police may be notified

### 3rd Offense
- Same as for 2nd Offense
- Indefinite ban from campus

### Non-ISU Student
<table>
<thead>
<tr>
<th>Between ages 18 and 21</th>
</tr>
</thead>
</table>

### 1st Offense
- Confiscate any remaining alcohol
- Issue verbal warning
- Refer to the Dean of Students
- Pocatello Police may be notified

### 2nd Offense
- Same as for 1st Offense
- Pocatello Police will be notified

### 3rd Offense
- Same as for 2nd Offense
- Indefinite ban from campus
Over age 21

1st Offense

*Request Alcohol be removed from University property
*Confiscate any remaining alcohol, if officer deems warranted
*Issue verbal warning
*Refer to the Dean of Students
*Pocatello Police will be notified if the subject is uncooperative

2nd Offense

*Same as for 1st Offense
*Pocatello Police will be notified
*Campus ban, not more than 90 days

3rd Offense

*Same as for 2nd Offense
*Indefinite ban from campus

2.8.3 Illegal Drug Enforcement Procedures

The illegal manufacture or attempted manufacture of, the possession, use of or distribution of any illegal drugs, as defined by the laws of the State of Idaho, including, but not limited to, lysergic acid diethylamide (LSD), marijuana, amphetamines, and or distribution of, narcotics on University-owned or controlled property is prohibited.

Public Safety will notify the Pocatello Police Department and the Director of Public Safety whenever any person is found to be in violation of ISU’s illegal drug policy. All violations involving ISU employees will be reported to the employee’s supervisor and Human Resources. All violations involving ISU students will be reported to the Director of Housing, if applicable, and to the Dean of Students.

It is the responsibility of Public Safety to coordinate efforts at the University to enforce this policy, and to interface with the Pocatello Police Department where necessary to assist in the enforcement of this policy.
Motorcycle Patrol

2.9.1 Introduction

The police motorcycle is an integral part of the patrol division vehicle operations. The purpose of this procedure is to provide a common set of standards for police motorcycle operation. The standards will promote uniformity and professionalism within the patrol motorcycle unit.

2.9.2 Requirements

Must have one year of experience of patrol with the Idaho State University Department of Public Safety.

Must have a current motorcycle endorsement on his/her Idaho Driver’s License.

Previous experience riding a street motorcycle is preferred.

The STAR basic motorcycle course is recommended, but not required.

Selection of new motorcycle officers will be made by the Director with recommendations made by current members of the Motorcycle Unit.

2.9.3 Training

Newly selected motorcycle officers will attend a POST approved basic motorcycle school, taught by certified instructors, prior to riding a police motorcycle. The STAR basic motorcycle course is included in this training.

Department approved refresher training will be conducted each spring by certified instructors of the POST approved basic motorcycle course. If in the previous year, a motorcycle officer rode less than 20 days, POST re-certification will be required.
2.9.4  Longevity

Assignment to the motorcycle unit will be indefinite, but a minimum of two years is required.

2.9.5  Use of Motorcycles

A. Traffic Enforcement

Whenever feasible the motorcycle officer should be used for selective traffic enforcement, high traffic accident areas, high traffic volume areas, etc.

B. Routine Patrol

A motorcycle officer can perform all of the duties of a motor vehicle officer with the exception of transporting prisoners, found bicycles, vehicle unlocks, jump starts, etc.

C. Operation

Motorcycles can be operated in many ways that a traditional patrol car cannot. Where circumstances warrant, a motorcycle can be operated on a sidewalk or on dotted lines dividing traffic.

At all times the motorcycle officer shall operate the motorcycle in a safe manner not to endanger himself or the citizens.

No motorcycle officer will engage in burnout, wheelie, or other inappropriate behavior.

Operation of the motorcycle shall at all times promote the professionalism of the ISU Public Safety Department.

Police motorcycles may be assigned to individual motorcycle officers and may be considered take-home vehicles. The motorcycle officer, upon authorization of the Director may take his assigned motorcycle home. The motorcycle must be stored in a secured covered area, such as a garage, at the officer’s home. The motorcycle is to be stored at the ISU Public Safety Department when the officer is on extended leave due to vacation, sickness, injury, suspension, etc.

D. Parades and Special Events

2.9.6  Care of Motorcycles

It is the motorcycle officer’s responsibility to have the motorcycle serviced on a regular basis. There are certain areas of maintenance that each motorcycle officer is accountable for.
A. Daily
   1. Check tire pressure
   2. Clean windshield
   3. Quick wipe down of the motorcycle
   4. Check oil level
   5. Check chain for tension and wear
   6. Check all emergency equipment

B. Monthly
   1. Complete washing of the motorcycle

The following equipment is to be carried on the patrol motorcycles and will be inspected daily:
   - Small first aid kit
   - Safety vest
   - Emergency lights
   - Siren
   - Police radio

2.9.7 Motorcycle Uniform

   a. Shirt – Shall conform to the current uniform of the day.
   b. Tie – Shall conform to the current uniform of the day.
   c. Trousers – Shall be the dark colored patrol pant, either blue or black as approved by the Director.
   d. Boots – to be worn inside of pants, black in color. The toe shall be rounded with no seams.
   e. Gloves – Gloves are to be black in color.
   f. Jacket – Shall be black in color, as approved by Director. Patches and other authorized emblems are to be worn on jacket.
   g. Eyewear – Any eyewear which conforms to policy is permitted, but must be worn at all times when operating the motorcycle.
   h. Helmet – Shall be of the authorized type and worn at all times when operating the motorcycle.
   i. Authorized outer wear may be worn as weather conditions warrant. Motorcycle uniforms will not be worn for vehicle patrol.

2.9.8 Pursuit

Motorcycles will not engage in pursuits.
Emergency Vehicle Operation

3.1.1 Responding to Calls For Service

The ISU Department of Public Safety cannot be aware of every circumstance where law enforcement action or assistance may be required. Citizens of the campus community are needed for this information. In return, the people expect the Department to respond to requests for law enforcement service within a reasonable time and to satisfactorily perform the necessary services. As a practical matter, the extent of the service may necessarily be limited by priority, but regardless of its extent, professional service must be rendered in all cases.

3.1.2 Procedures

During a Public Safety officer’s Field Training period, they will receive verbal instruction from the Field Training Officer (FTO) on Patrol Tactics and Emergency Driving. The officer will also receive verbal instruction on the use of vehicle lights and siren as it applies to Department policy. Officer will also receive an understanding of surveillance options and other patrol techniques. At the completion of the FTO phase, officers will sign a Department MOU instructing them on issues of Jurisdiction, Authority and Detention, They will also be required to sign an Acknowledgment form stating they read and understood the Letter of Authorization from the Director of the Idaho Department of Law Enforcement regarding the use of red lights on the streets in Pocatello.

Receiving Calls:

A. Officers should never consider any call as routine.

B. Officers should be discouraged from forming definite opinions about the call before arriving at the scene. The circumstances at the scene should determine the officer’s actions.

C. When responding to calls, it is of primary importance that the officer proceed to and arrive at the scene safely. In order to do so, the officer must use caution when operating an emergency vehicle. It is also important that only the necessary number of officers are assigned to or volunteer to go to a call than is needed to maintain control of the officers’ response. The
dispatch operators and/or supervisors must monitor and control the number of officers proceeding to a call for service.

D. Officers are not to respond to a call for service unless they are dispatched by or receive permission from either the dispatch operator, or the on duty supervisor. An officer may advise dispatch of their location if they are closer than the assigned unit. The supervisor or dispatch operator will make the decision as to who will respond. This requires that the supervisor also closely monitor calls for service.

E. When responding to a call for service, especially a call requiring the use of the vehicle’s emergency lights and siren, the officer is to travel in a safe manner following all written directives, policies and traffic laws. Failure to follow and obey directives, policies and traffic laws will not only lead to disciplinary action, but may result in potential civil action.

When the Communications Center receives a call for service from a non-English speaking individual, the Communications Center will:

1. Dispatch an officer to the call.
2. Advise the officer that the complainant may not speak English.
3. Advise the officer that he/she should notify the Communications Center if an interpreter is needed.

3.1.3 Arriving At The Scene

As necessary, the Public Safety vehicle should be parked at a reasonable distance from the entrance to the location of a call. Officers shall:

Properly park his/her vehicle as close to the curb as possible.

Approach buildings from an angle to reduce the possibility of an attack from the inside.

In cases where the immediate presence of law enforcement is required to protect a person from possible death or injury, the first officer on scene may enter the building after notifying the dispatch operator of his/her intentions.

If a situation requires one or more back-up officers to respond, the first officer on the scene should maintain a safe position until one of the back-up units arrives.

If the officer determines that the complainant(s) cannot speak English, the officer shall contact the dispatch operator and request an interpreter.
3.1.4 Emergency Response to Calls

Responding to emergency calls for service requires the safe operation of an emergency vehicle. The officer responding is to use due caution as well as operate the emergency vehicle according to established policy and law. The following guidelines have been established to govern the emergency response to calls for service.

Level 3 Response - Emergency calls requiring immediate law enforcement response:

a. These calls involve incidents where there is imminent danger to human life. Included are major in-progress crimes, disasters, injury accidents, life threatening medical, possible suicide attempt in progress, officer “Code 3” assistance requests.

b. The responding officer would use all emergency equipment, but would have the option of not using the siren if it would compromise the safety of officers or citizens at the scene of the call.

c. The responding officer’s speed will remain reasonable for the existing conditions, but will not exceed 15 (15) miles per hour over established speed limits on campus and will obey all speed limits on city streets.

d. The responding officer will exercise due caution at all intersections by slowing and/or stopping prior to entering the intersection.

e. The responding officer will stop at all red lights and stop signs on city streets.

Level 2 Response - Emergency calls requiring urgent response in non-life threatening situations:

a. These incidents involve in-progress or just occurred crimes where there is a strong likelihood of apprehension and the presence of officers is needed to halt criminal activity and protect the campus community. Included in this response are cases that could lead to violence as in domestic disturbances, and alcohol related fights or incidents. Also included are alarms, property destruction and non-life threatening medical calls.

b. The responding officer would use all emergency equipment but would have the option of not using the siren if it would compromise the safety of officers or citizens at the scene of the call.

c. The responding officer’s speed will remain reasonable for the existing conditions, but will not exceed ten (10) miles per hour over the establishes speed limits on campus and will obey all speed limits on city streets.

d. The responding officer will exercise due caution at all intersections by slowing and/or stopping prior to entering the intersection.

e. The responding officer will stop at all red lights and stop signs on city streets.

Level 1 Response - Non-Emergency calls not requiring an immediate law enforcement response:

a. Responding officers would proceed at normal speed, obeying all traffic control devices and laws.
3.1.5 “Officer Needs Assistance” Calls

Responding to an “Officer Needs Assistance” call shall be at the direction of the dispatch operator. When the situation is under control or an assisting officer’s services are no longer needed, the officer should immediately notify the dispatch operator and return to service. Only those officers directed to remain at the scene by the supervisor will do so. The on duty shift commander shall be immediately notified.

3.1.6 Use of Emergency Lights on City Streets

The Director of Law Enforcement and the Pocatello Police Chief have given the Department of Public Safety authorization to use emergency lights on city streets within the campus area when officers are responding to emergencies. Public Safety Officers are not to:

a. Exceed posted speed limits, except as noted under Section 3.1.4 (Emergency Response To Calls).

b. Make traffic stops

c. Violate traffic laws

d. Circumvent traffic devices

The designated streets that emergency lights may be used on are:

a. 8th Street

b. 9th Street

c. Martin Luther King Jr. Way

d. Terry Street, from 15th to 19th Street

e. Memorial Street, from Bonneville Street to Martin Luther King Jr. Way

f. Carter Street

g. Lovejoy Street

h. Humbolt Street
Vehicle Pursuits

3.2.1 Policy

Any officer initiating a pursuit should take into consideration the requirements of safe vehicle operation existing at the time of the pursuit. Pursuits are authorized only under extreme conditions, as outlined in this policy. **High speed pursuits are not authorized on campus.** The response shall evaluate conditions, circumstances, and hazards, both actual and potential.

Pursuit is justified only when the officer knows or has reasonable grounds to believe that the suspect(s) present a clear and immediate threat of life or serious injury to others, has committed or is attempting to commit a serious felony, such as murder, aggravated assault, kidnaping, or when the necessity of immediate apprehension outweighs the level of danger created by the pursuit.

For purposes of this policy a pursuit is defined as: an active attempt by an officer in an authorized emergency vehicle to apprehend a fleeing suspect who is actively attempting to elude the officer.

No officer shall pursue a fleeing vehicle solely for a traffic violation.

3.2.2 Pursuit Driving - On Campus

Officers will adhere to the following guidelines when operating a vehicle under emergency conditions on campus (Code-3 - red lights or red lights and siren activated).

A. Officers responding Code 3 to an emergency call or in pursuit of a suspected violator of the law will do so only when it can be done safely.

B. Officers will evaluate and consider traffic volume, time of day, and type of offense(s) committed before becoming involved in a pursuit.

C. All officers shall be aware of the inherent danger to the public and to themselves in high speed chases. If immediate injury or property damage becomes apparent during any high speed chase, the vehicle shall be slowed to a safer speed.
D. When operating a vehicle Code 3, or in pursuit, the emergency lights and the siren shall be activated. This does not apply to pacing the speed of a vehicle for a traffic offense where no pursuit situation exists.

E. Nothing in this is intended to suppress the intelligent exercise of initiative by any officer, nor does it eliminate the duty of all officers to enforce any violation.

F. Nothing in this shall prevent officers from pursuing fleeing criminals or violators at a reasonable, safe speed and using the police radio to transmit description and request assistance.

3.2.3 Pursuit Driving - Off Campus

Officers will adhere to the following guidelines when operating a vehicle under emergency conditions off campus.

A. Officers responding to an emergency call or in pursuit of a suspect violator of the law will do so only when it can be done safely.

B. Officers will evaluate and consider traffic volume, time of day, and type of offense(s) committed before becoming involved in a pursuit.

C. All officers shall be aware of the inherent danger to the public and to themselves.

D. Officers pursuing a suspect violator on a city street, public road, highway or interstate road shall not exceed the speed limit for that road, unless directed to by the responsible Law Enforcement agency.

E. Officers will not activate red lights or red lights and siren when pursuing a suspect violator on a city street, public road, highway or interstate road, unless directed to by the responsible Law Enforcement agency.

F. Officers pursuing fleeing criminals or violators must transmit a description of the suspect vehicle and seek permission to continue the pursuit from the Law Enforcement agency responsible for the area of the pursuit.

G. All pursuits off campus must be authorized by the Pocatello Police Department or the responsible Law Enforcement agency.

H. Pursuits off campus will be terminated if authorization in not granted by the Pocatello Police Department or the responsible Law Enforcement agency.

I. It is the responsibility of the officer to get authorization from the Pocatello Police Department or responsible Law Enforcement agency for permission to pursue.

J. A supervisor must be notified in a timely manner.
### 3.2.4 Roadblocks

Under certain circumstances, the blocking or barricading of a road by a patrol car may become necessary. Because of the inherent dangers associated with the use of roadblocks, the following policy will be adhered to:

A. Fixed roadblocks shall be used only as a last resort when all other efforts have failed and the use of deadly force is justified.

B. Any roadblock used to terminate a pursuit shall be approved and controlled by a supervisor.

C. Only marked patrol vehicles will be utilized in a roadblock.

D. In all cases, an avenue of escape will be provided to the suspect.

E. All personnel shall be clear of the blocking vehicles and shall remain a safe distance from the roadblock.

F. Discretion shall be used in selecting the position for the roadblock, giving consideration to the safety of the public.

F. High visibility shall be maintained. Roadblocks shall be well lighted. Overhead emergency lights as well as vehicle headlights will be activated on all patrol cars. Flares, traffic cones and other available equipment will be used as specified by state law (See Idaho Codes 19-620, 19-621, 19-622 and 19-623).

### 3.2.5 Moving Roadblocks

Moving roadblocks are strictly prohibited. Officers shall not cause intentional contact (ramming) between their vehicles and the vehicle being pursued.

Officers shall not maneuver their vehicles alongside or in front of a vehicle being pursued, or in any position that may result in a collision with the fleeing vehicle unless authorized by a supervisor.

In all situations where a roadblock was used in an attempt to end, or was successful in ending a pursuit, the on-duty supervisor shall prepare an after action report to ensure that this policy was adhered to. This report will be forwarded to the Director via the chain of command before the supervisor ends his/her shift.

### 3.2.6 Guidelines for Pursuit

In all cases, officers shall observe the following general guidelines when engaging in pursuits:

A. Officers will not engage in pursuits when the patrol vehicle is occupied by a prisoner, civilian observer, or any person not an officer.

B. Patrol vehicle windows will be closed when possible, in order to enhance radio communications.
C. Officers involved in pursuits will maintain continuous and coherent communication with the radio dispatcher.

3.2.7 Primary Unit - Responsibilities

The primary unit will be the unit responsible for the initiation and actual pursuit of the suspect vehicle. The primary unit will establish communications with the radio dispatcher and provide the following information:

A. Description of the vehicle being pursued.

B. Description and number of suspects in the vehicle, if possible.

C. The offense for which the suspect(s) is wanted.

D. The location, speed, and direction of travel of the vehicle.

E. Any possible hazards to assisting officers.

No more than one marked vehicle in addition to the primary unit shall participate in a pursuit. The secondary unit shall be responsible for the following:

A. Assisting with radio communications with initiating unit.

B. Acting in the role of back-up officer at the conclusion of the pursuit.

C. Taking over the role of the initiating unit, if necessary. The second unit being a marked patrol vehicle will take over from any motorcycle unit that initiates a pursuit. The secondary unit will continue to control radio communications until another patrol car is able to assume the secondary unit function.

D. The motorcycle unit may act in a traffic control capacity, stopping traffic and clearing intersection in the path of the pursuit, when possible.

Under the following conditions, a primary unit will reduce the level of pursuit to include termination when:

A. When another vehicle comes into closer proximity to the suspect vehicle.

B. When ordered to terminate the pursuit by a supervisor.

3.2.8 Supervisor's Responsibility

Supervisors shall monitor the progress of all pursuits and will avoid becoming involved in the pursuit, unless the supervisor is the initiating unit. Under such circumstances, the supervisor should continue as the primary unit until a patrol unit is able to take over the conduct of the pursuit. Supervisors will be responsible for the following:
A. Controlling the conduct of the pursuit, to include:
   1. The number of units involved.
   2. The type of units involved.
   3. Closing the radio frequency, if necessary.
   4. Notification of the surrounding or appropriate jurisdiction.

B. Requesting additional support from within, or outside the Department.

C. Terminating pursuits that create an undue hazard to the public.
   1. Pursuits shall be terminated when the safety of the public is endangered by the conduct or purpose for the pursuit. The potential for imminent damage or injury to any party shall be paramount consideration.

D. Maintaining post pursuit discipline.

### 3.2.9 Communications Responsibility

Communications personnel shall be responsible for the following during a pursuit:

A. Control of radio communications relative to the pursuit.

B. Activating the alert tone and closing the channel to all but emergency traffic.

C. Dispatch a second unit as back up.

D. Compile the information being relayed by the pursuing officer.

E. Ensure notification of the on-duty supervisor.

F. Notification to the surrounding jurisdiction of the pursuit, suspect description, and direction of travel.

### 3.2.10 Use of Deadly Force

Officers shall not discharge firearms from a moving vehicle, at a moving vehicle, or at a fleeing vehicle. No officer shall use deadly physical force against a "fleeing felon" or another unless the officer reasonably believes that deadly physical force is necessary in the defense of human life, including the officers, or in defense of any person in immediate danger of serious physical injury.

Firearms shall not be discharged if the officer has reason to believe, based upon attendant circumstances, that
the discharge may endanger passers-by or other persons not involved in the commission of the crime from which flight is being made or attempted.

Weapons should not be fired until the vehicles are stopped. Then, if necessary to invoke the use of deadly force, the fire will be more effective with less danger to bystanders. This is not to be construed as prohibiting the officer from returning fire if necessary when fired upon, or from discharging their weapon in the preservation of life or to capture a dangerous fleeing felon.

### 3.2.11 Specialty Vehicles

Specialty vehicles, including unmarked vehicles, motorcycles, and other specialized vehicles designated for highway use and equipped with siren and emergency lights (red) should engage in pursuit only under extreme circumstances and then only until such time as assistance can be obtained for a marked police vehicle with emergency lights and siren.

### 3.2.12 Jurisdictional Pursuits

When a pursuit that begins in the patrol boundaries of the University, enters another jurisdiction, the primary unit will advise Communications for notification to the affected jurisdiction. Pursuit into another jurisdiction will not occur without that jurisdiction’s authorization.

In the event another jurisdiction becomes involved in a pursuit within our jurisdiction, the following guideline shall be observed:

A. ISU will not become involved in the pursuit unless specifically requested to do so by the pursuing agency, and then only after the request has been approved by a supervisor, if available.

B. The direction of the pursuit shall be monitored, and Communications will be advised of the conduct of the pursuit.

C. Units in the path of the pursuit may block or stop traffic at intersections, only to facilitate the safe passage of the pursuit.

### 3.2.13 Termination of Pursuit

While not necessarily dictating immediate action, continuing consideration should be given to termination of the pursuit under the following conditions:

A. Environmental factors such as rain, fog, or darkness.

B. An officer's unfamiliarity with the area and inability to accurately notify communication of the location and direction of the pursuit.
C. Road conditions are congested by traffic or pedestrians.

D. When the violator proceeds the wrong way on any divided highway, or one-way street.

E. When the officer knows, or believes that the fleeing vehicle is being operated by a juvenile who has committed a traffic infraction, misdemeanor, or nonviolent felony and is driving in such an unsafe manner that is obvious he/she does not have the maturity to deal with the danger involved.

3.2.14 Post-Pursuit Administrative Review

The supervisor monitoring the pursuit shall be responsible for ensuring post-pursuit discipline. In all cases, whether the suspect was apprehended or not, an incident report will be completed, entitled "Other Offenses - Other Felonies." The report will contain the following information:

A. The date, time, and location where the pursuit was initiated.

B. The violation(s) observed, or reason for the pursuit.

C. Lighting and traffic conditions at the onset of the pursuit.

D. Vehicle and suspect description.

E. The path of the pursuit, including any traffic violations observed.

F. The manner in which the pursuit ended (terminated, suspect surrendered, accident, etc.)

G. If the pursuit was terminated, an explanation of why will be included.

H. A description of lighting and traffic conditions at the end of the pursuit.

3.2.15 Notification of Public Information Officer

If the pursuit results in an accident or injury, if a roadblock was used, if shots were fired, or the nature of the pursuit would generate media interest, the Public Information Officer shall be notified, by the Director.
Patrol Vehicle Video Cameras

3.3.1 Introduction

Eyewitness Video Cameras have been installed in several of the Idaho State University Patrol Vehicles. The cameras have proven to be an effective tool in many aspects of law enforcement. The purpose of this operating procedure is to provide guidance to the officers in the use of the cameras.

3.3.2 Operating Procedure

The video system shall be turned on and checked for proper operation at the start of each shift. Any malfunctions, problems, or damage shall be reported to the Shift Supervisor as soon as possible. The system should be “armed” and ready to record both audio and video any time the patrol vehicle is in use. Tapes which have less than 30 minutes remaining should be replaced at this time.

The following guidelines represent those incidents/situations during which tapes are expected to be made and the minimum point to which taping will continue. The officer can extend the taping beyond these points as the circumstances dictate. There are other situations, beyond those noted, that officers will choose to tape or that should be taped due to their actual or potential significance.

A. High Risk Stops- Until the situation has stabilized (the suspect is in custody, and all occupants have been properly handled).

B. Pursuits - Until the situation has stabilized (the suspect is in custody, and all occupants have been properly handled or the pursuit has been terminated).

C. Emergency Responses - Until the officer has arrived on the scene and the situation has stabilized or the emergency response has been canceled.

D. “Routine” traffic stops and motorist assists - Until the citizen’s vehicle reenters the roadway or the officer clears the scene.
E. Accident Scenes - Until the situation has been stabilized
   
   a. Injury Accident - Until additional medical assistance (such as ambulance, fire department) has arrived on scene and taken over care of the injured and the officer has made initial contact with all of the involved parties present.
   
   b. Property Damage Accident - Until the officer has made initial contact with all of the involved parties present.

F. Physical Arrests - Until the patrol vehicle has reached a booking facility and the suspect is about to be removed from the patrol vehicle.

Back-up Officers - Back-up officers who arrive on scene to assist another officer and who have audio/video recording capabilities, will make a reasonable effort to ensure their video system is operating properly and recording events in accordance with this Operating Procedure.

Audio Recording - Audio recording shall be made whenever an incident or situation is being taped and shall not be turned off during any portion of the videotaping. The only exception to this would be the deactivation of the recorder and microphone to protect the anonymity of an informant or other confidential source of information or officer safety concerns.

Tape Issuance - Idaho State University Public Safety Department issued videotapes will be used in the Department owned equipment and all videotapes generated are the property of the ISU Public Safety Department.

Copies are only to be produced when authorized by the Director of Public Safety or his designee. Proper procedures for requests and authorization shall be followed.

Tape Removal - Whenever approximately 30 minutes of tape remains. Tapes should also be removed whenever the officer deems it necessary for evidence purposes. Tapes removed for evidence purposes shall be processed according to the Public Safety Department’s evidence procedures. Tapes removed not for evidence purposes shall be returned to the Shift Supervisor. These tapes will be retained for a minimum of seven days prior to being erased and returned to service.

3.3.3 Personal Duty Video Cameras

Watch Guard and Scorpion Video Cameras have been issued to the Public Safety patrol officer at Idaho State University. The cameras have proven to be an effective tool in many aspects of law enforcement. The purpose of this operating procedure is to provide guidance to the officers in the use of the cameras.
3.3.4 Personal Duty Video Cameras - Operating Procedure

The video system shall be turned on and checked for proper operation at the start of each shift. Any malfunctions, problems, or damage will be reported to the Shift Supervisor as soon as possible. The system should be “armed” and ready to record both audio and video any time the patrol officer is conducting an interview.

The following guidelines represent those incidents/situations during which recordings are expected to be made and the minimum point to which recording will continue. The officer can extend the recording beyond these points as circumstances dictate. There are other situations, beyond those noted; that officer will choose to record or that should be recorded due to their actual or potential significance.

High Risk Stops – Until the situation is stabilized (the suspect is in custody and all occupants have been properly handled).

Emergency Responses – Until the officer has arrived on scene and the situation has stabilized or the emergency response has been cancelled.

“Routine” Traffic Stops and Motorist Assists – Until the citizen’s vehicle re-enters the roadway or the officer clears the scene.

Accident Scenes – Until the situation has been stabilized.

Injury Accident – Until additional medical assistance (such as ambulance, fire department, etc.) has arrived on scene and taken over care of the injured and the officer has made initial contact with all of the involved parties that are present.

Property Damage Accident – Until the officer has made initial contact with all of the involved parties that are present.

Field Interviews – Until the officer has completed the field interview and started to clear from the area.

Backup Officers – Backup Officers who arrive on scene to assist another officer, and who have audio/video recording capabilities, will make a reasonable effort to ensure their video system is operating properly and recording events in accordance with this Operating Procedure.

Audio Recording – Audio recording shall be made whenever an incident or situation is being videotaped and shall not be turned off during any portion of the videotaping. The only exception to this would be the deactivation of the recorder or microphone to protect the anonymity of an informant or other confidential source of information or officer safety concerns.

Video Camera Issuance – Idaho State University Department of Public Safety issued video cameras will be used as Department owned equipment and all videos generated are the property of the ISU Department of Public Safety.
Copies will only be produced when authorized by the Director of Public Safety or his designee. Proper procedures for requests and authorization shall be followed.

Video Camera Recordings – Videos copied for evidence purposes shall be processed according to the Department’s evidence procedures. Video recordings will be retained for a minimum of seven days prior to being erased.
Stopping Violators

During all vehicle operations, officers shall exercise due regard for the safety of all persons. At no time should an assignment be of such importance that the principles of safety become secondary.

When officers stop violators for traffic related offenses, the stop should be conducted in a safe location. Proper lighting to warn others of the traffic stop as well as the notification of Communications is vital to insure safety for the officer and the community.

Public Safety officers are under no obligation to enforce traffic rules or make traffic stops on any person that is not affiliated with the University as faculty, staff or student. Further, officers are not required to enforce traffic rules or make traffic stop on any vehicle or individual if the officer feels there is some potential threat to their safety. Some reasons that may affect an officer’s decision not to enforce a traffic stop may include but is not limited to: Time of Day, Area of Stop, and Subject’s Behavior.

3.4.1 Notification of Communications

For routine traffic stops the officer will notify communications by radio, prior to the actual traffic stop of the following:

A. License plate - state and number, if possible; and description of vehicle.

B. Location of the traffic stop.

The officer will then activate the vehicle's emergency lights to affect the stop. If the driver of the vehicle fails to stop for the officer, the siren, horn, or air horn may be used to gain the driver’s attention.

3.4.2 Unsafe Location of Stop

The officer shall instruct the driver of the vehicle, either by public address system or in person to move to a safer location, if the stop has occurred in a congested or unsafe location, and then only when practical.
3.4.3 Stopping of Vehicle - Distance

Officers should keep a distance of at least six feet to the rear of the violator’s vehicle. Officers will position their vehicle off center, a quarter widths to the left from the violator’s vehicle.

3.4.4 Rear Deck Lights

The officer will keep the rear deck lights activated in the police vehicle during the traffic stop.

3.4.5 Other Lighting

The officer may elect to use a combination of the emergency lights, hazardous warning lights, take-down lights and spotlights to illuminate the violator’s vehicle during the traffic stop.

In areas of high traffic congestion, officers will keep all emergency lights activated during the traffic stop.

3.4.6 Parking On and Off the Roadway

Vehicles parked in a legal parking place will not need to have any auxiliary lighting.

Vehicles parked in the roadway, will have at a minimum their four-way flashers or hazardous warning lights activated.

3.4.7 Public Address System

The public address system (PA) is intended to address crowds and to facilitate officer safety. The PA system should be used with discretion and is not intended to be a replacement for personal contact by an officer. Officers will not routinely use the PA as part of a routine traffic stop.

If a traffic stop takes place at an unsafe location, the officer may use the public address system to have the stopped driver move to a safer location.

Also, when practical, the public address system may be used to evacuate a building(s).

3.4.8 Spotlights and Alley Lights

These lights are supplements to the lighting systems provided. Spotlights may be used in the course of traffic stops or personal contacts. They may be used to illuminate dark areas while patrolling an area, and to gain attention of others.
Alley lights may be used in the course of an investigation, field contact, or while patrolling areas in need of illumination.

Auxiliary lights are intended to supplement routine patrol, and are not intended to replace active foot patrols.

### 3.4.9 Moving Violation Citation

When a moving violation citation is issued to an offender, the corresponding Idaho Code is to be written on the citation.
### 3.4.10 Traffic Report Form

**ISU PUBLIC SAFETY**  
Traffic Report

<table>
<thead>
<tr>
<th>Date/Time of Incident</th>
<th>Location</th>
<th>Officer</th>
<th>Incident #</th>
</tr>
</thead>
<tbody>
<tr>
<td>(_ ) Verbal (_ ) Written (_ ) Citation</td>
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<tr>
<td>(_ ) Stop for Stop Sign 49-807(2)</td>
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<tr>
<td>(_ ) Speed - Excess Posted Zone Speed_______ Posted_______</td>
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<tr>
<td>(_ ) One Way Wrong Way 49-636</td>
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<tr>
<td>(_ ) Unsafe Equipment 49-902(1)</td>
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<tr>
<td>(_ ) Inattentive or Careless 49-1401(3)</td>
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<tr>
<td>(_ ) Reckless 49-1401(1)</td>
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<tr>
<td>(_ ) Seat Belt 49-673</td>
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<tr>
<td>(_ ) No Driving on Sidewalks 49-605</td>
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<tr>
<td>(_ ) Driving Wrong Side of Road 49-630</td>
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<tr>
<td>(_ ) Parked Wrong Side of Road 49-661(1)</td>
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<tr>
<td>(_ ) Following Too Close 49-638</td>
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<td>(_ ) Improper - Unsafe Backing 49-604(1)</td>
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<tr>
<td>(_ ) Other Violation &amp; Code__________________________</td>
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<td>(_ ) Driving w/o Privileges 18-8001</td>
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<td>(_ ) Permit Unauthorized Minor To Drive 49-333(1)</td>
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<td>(_ ) Failure to Display Insurance 49-1232</td>
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<td>(_ ) Motor Vehicle not Registered 49-456(1)</td>
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<tr>
<td>(_ ) Driver License Expired 49-319</td>
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<tr>
<td>(_ ) Driving Wrong Side of Road 49-630</td>
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<tr>
<td>(_ ) Parked Wrong Side of Road 49-661(1)</td>
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<tr>
<td>(_ ) Yield to Pedestrian 49-702</td>
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<td>(_ ) Yield - Intersections 49-640</td>
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<td>(_ ) Windshield - Obstructed Vision Frost, Debris 49-612(3)</td>
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<tr>
<td>(_ ) Driving - Racing</td>
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</tr>
</tbody>
</table>

**Driver:**

(_ ) Student  (_ ) Non-Student

**Name:** ________________________________  DL #  
**Address:**

**C/S/Z:**

**Sex:** M  F  
Race_______ Ht_______ Wt_______ Hair_______ Eyes _______ DOB

**Phone _________ Vehicle ___________________________ Plate _____________ Color _____________**

**Officer Comments:**
Driving Under the Influence

3.5.1 Driving Under the Influence - Policy

The Department has developed a "zero tolerance" to drug usage and the improper use of alcohol. With this policy, officers may use discretion in the enforcement of the laws. Such discretion may be in the form of physical arrest by local law enforcement or warning - verbal/written.

3.5.2 Idaho Law - Driving Under the Influence

State Statute defines that Driving Under the Influence (DUI) can be either by alcohol or drugs. Officers should be aware that certain medical conditions may be mistaken as alcohol induced. (See Idaho Code 18-8004).

3.5.3 Procedure

When an officer contacts a driver of a motor vehicle, where the officer believes the driver may be under the influence of alcohol/drugs, the officer should observe and evaluate the symptoms/actions of the individual. Local law enforcement should be notified when a driver is suspected of being under the influence of alcohol/drugs.
Vehicle Inspections

3.6.1 Patrol Vehicle - Emergency Equipment

Patrol vehicles, routinely used for patrol purposes, shall have the following equipment in working order, prior to being used on patrol:

A. Red emergency lights. The lights may be solid, flashing, or pulsating in the front and back.
B. An operational siren that can be heard at least 1000 feet to the front of the vehicle in normal traffic conditions.
C. A mounted radio with all frequencies, or a portable radio with all frequencies.
D. A public address system.
E. An external radio monitoring system.
F. Each vehicle will have a tow strap in the maintenance trunk to be used for pulling out vehicles that are stuck.

1. The officer will be cautious when hooking up to pull a vehicle. Bumpers, steering arms, etc., at not good places to hook on to, and could cause vehicle damage.
2. If the officer does not think the vehicle can be pulled safely, he should not attempt to pull. He will then assist in some other way.

G. Vehicles may be equipped with flashing headlights, "take down" lights to the front, and alley lights on the side.

3.6.2 Inoperable Equipment

Vehicles that have inoperable equipment such as emergency lighting or siren are not be used on routine patrol. An Automobile Inspection Form (See Section III 3.6.7) shall be completed and placed on the vehicle hook in the vehicle key box. The on-duty supervisor will be made aware of the inoperable equipment.

Employees should try to repair minor problems, such as lights and fuses whenever possible.
3.6.3  **Pre and Post Shift Inspection**

Employees are required to conduct a pre-shift and a post-shift inspection of assigned vehicles using the Automobile Inspection Form (See Chapter III 3.6.7).

A.  **Pre-shift Inspection**

The pre-shift inspection will include a visual examination of the interior and exterior of the vehicle for any unreported or new damage. Any previously unreported damage shall be immediately reported to the supervisor and documentation made in an officer's report.

The inspection will include:

1. Proper functioning of emergency lighting, radios, and siren.
2. Oil and fluid level including air pressure.
3. Proper functioning of headlights, horn, brake lights, and turn signal indicators.
4. Interior inspection for contraband and cleanliness.
5. Interior inspection for body damage

B.  **Post-shift Inspection**

The post inspection will be to check for any new damage, insure that the gas tank is at least half full, the proper cleanliness of the vehicle and that no contraband was left behind.

3.6.4  **Siren Checks**

Officers should refrain from conducting siren checks within the compound, or garage compound. Officers may check the PA system from within the compound.

Siren checks should be conducted away from the Department and residences, and should only consist of a short single mode test.

3.6.5  **Found Contraband**

If contraband is found in the vehicle, the employee shall immediately inform the on-duty supervisor. Documentation of the contraband shall be made on an officer’s report. A case and property report will be completed, if necessary, as determined by the supervisor.
3.6.6  Vehicle Maintenance

A daily inspection of Departmental vehicles is the responsibility of each Public Safety officer on each assigned shift and shall be performed prior to the end of the assigned shift.

Each inspection shall include but not be limited to:

A. Tire pressure
B. Engine oil
C. Gasoline level
D. Body condition
E. Cleanliness
F. Missing equipment
G. Vehicle repair

The results of each inspection shall be recorded on a daily Automobile Inspection Form (See Chapter III Section 3.6.7), one form used for each vehicle per day.

The last officer to use the vehicle each day shall be responsible for providing the completed form to the supervisor.

The supervisor shall review the daily inspection forms in order to detect any problems that may be occurring with the vehicles.

When the supervisor determines there is need for vehicle repair, a sergeant will take the car to the Motor Pool Department; check it in with the mechanics, stating what is in need of repair, and leaving the keys and vehicle with the Motor Pool mechanic until repairs are completed.

The supervisor will also inspect the vehicles on occasion to make sure that proper inspections are being completed.
### 3.6.7 Automobile Inspection Form

**ISU PUBLIC SAFETY**

**Daily Automobile Inspection Form**

**INSTRUCTIONS:** This form is to be completed for each vehicle used by patrol. Use one form for all three shifts, per vehicle. The form shall be left in the squad room for the next officer. The last officer to complete the form is to place the form in the report tray.

**DATE:** __________  OFR # __________  OFR # __________  OFR # __________  OFR #

<table>
<thead>
<tr>
<th>SHIFT</th>
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<tbody>
<tr>
<td>VEH #</td>
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</table>

**INSPECTION:** Note any deficiencies/malfunctions in comments section. If the equipment is functioning properly, etc., mark "OK" on the line.

<table>
<thead>
<tr>
<th>First Aid Kit</th>
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<tbody>
<tr>
<td>Blanket</td>
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<tr>
<td>CSI Kit</td>
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<td>Emergency Equipment</td>
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<td>Flares/Cones</td>
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<tr>
<td>Extinguisher</td>
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<tr>
<td>Vehicle Interior</td>
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<td>Vehicle Exterior</td>
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<td>Tire Condition</td>
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<tr>
<td>Lights/Signals</td>
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<td>Radio Equipment</td>
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<tr>
<td>Vehicle Unlock Equipment</td>
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<td>Oil Added (Qts)</td>
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<tr>
<td>Gasoline Added (Gals)</td>
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<tr>
<td>Power Steering Fluid Added</td>
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<tr>
<td>Transmission Fluid Added</td>
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<tr>
<td>Mileage Ending Beginning</td>
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<td>Total Miles</td>
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</tbody>
</table>

☐ The reputation and image of the entire Department can rest on an isolated incident of misconduct or the incompetency of one employee.

☐ The damage to a Department's image which can be done by one or a few, can over-shadow the work of many.

☐ Any Department is only as good as its worst employee.

Comments: ________________________________________________________________________________________

_________________________________________________________________________________________

Reviewed by:  Filed by:
Unmarked Vehicles and Take Home Vehicles

The Department will maintain a fleet of unmarked vehicles that will be used primarily by administrative and investigation personnel.

3.7.1 Take Home Vehicles

The Director may authorize members of the Department to have a take home vehicle assigned as directed by University policy. The vehicles may be either marked or unmarked.

3.7.2 Emergency Response - Code 3

Only vehicles equipped with emergency lighting, which may include a portable red light, grill lights, or other emergency lighting and a siren capable of being heard at least 1000 feet to the front in normal traffic may be operated in an emergency, Code 3 response.

Only patrol officers are authorized to drive an unmarked police vehicle in a Code 3 response.

Patrol officers driving an unmarked vehicle in an emergency response shall exercise extreme caution while operating in the emergency response, especially at intersections, and in highly congested areas.

An unmarked vehicle shall be driven Code 3 only when both the emergency lighting and siren are simultaneously in operation.

3.7.3 Undercover Use

Unmarked vehicles may be used for undercover operations, or selective traffic enforcement, or for patrol during a selective enforcement operation.
3.7.4 Traffic Stops - Use of Unmarked Vehicles

Unmarked vehicles will not normally be used to conduct routine traffic stops (except in cases of a specialized enforcement function). This does not preclude an officer from initiating a traffic stop for a traffic violation.

If a traffic stop is affected in an unmarked vehicle, and the officer is not in uniform, the officer will ask for a marked unit to respond and assist.

Traffic stops involving unmarked vehicles should be affected in an area of low congestion when possible.

A. Make traffic stops in the performance of duty under the following guidelines. Personnel utilizing their personal vehicles for traffic stops must:

1. Have ready access to identify themselves as an agent of the Department. Identification must include at least one of the following:
   a. Badge
   b. ID card
   c. Uniform
   d. Jacket
   e. Vest

2. Advise dispatch and/or the uniformed officer on-duty of the traffic stop.

3. Exercise all precautions and approach the stopped vehicle in a manner of a uniformed officer in a marked vehicle.

4. Authorized emergency lights and headlights must be activated.

5. Utilize their vehicle in a manner to stop a suspect as long as they exercise the criteria in this section.

B. A driver of an authorized unmarked vehicle may not:

1. Exercise any special privileges with their vehicle when they are not in a situation of performing their duty in emergency situations.

2. Utilize their vehicle in a roadblock except under the following guidelines:
   a. The criteria in Chapter III, Section 3.2.4 must be established.
b. The unmarked vehicle must allow the suspect vehicle a means to go around the unmarked vehicle.

3. Utilize any special privileges in driving on a public roadway, street, or highway.

4. Utilize Departmental approved lights in an unmarked vehicle on a public roadway, street, or highway, except in conjunction to assist local authority (Pocatello Police).

### 3.7.5 Pursuits - Unmarked Vehicles

An unmarked vehicle may initiate or take part in a pursuit only when the escape of the suspect is a detriment to others. Once marked police vehicles engage in the pursuit, the unmarked vehicle shall allow the marked unit to continue with the pursuit, as the primary unit - in accordance with Vehicle Pursuit policy. All pursuits are governed by the Vehicle Pursuit policy (See Section III 3.2).

### 3.7.6 Transportation of Prisoners

The Department of Public Safety will not transport prisoners unless requested to do so by the local police. In the event they request Public Safety assistance, there are occasions when prisoners may be transported in an unmarked vehicle. Officers should transport prisoners in prisoner transport vehicles whenever possible.

All prisoners coming into custody of officers will be searched by the officer taking custody of the prisoner.

If a prisoner is transported in an unmarked unit, and only one officer is present, the prisoner will be seated in the front passenger seat. The prisoner will be handcuffed and seat belted during transport. The passenger door shall be locked.

If two officers are present, the prisoner will be seated in the back seat.

The prisoner will be handcuffed and seat belted in. One of the officers will ride in the back seat with the prisoner during transport.

The door nearest to the prisoner shall be locked.

### 3.7.7 Transportation of Civilians

Whenever a victim, suspect, or witness is transported in an unmarked vehicle, a beginning and ending mileage will be given to Communications.

Transportation of civilians other than above will be for official business only. It will be the officer's discretion to call in a beginning and ending mileage in these cases.
Patrol Vehicle Supplies

3.8.1  Patrol Vehicle Requirements

Every marked patrol vehicle, routinely used for patrol shall be equipped with the following supplies:

A. One standard first aid kit.
B. One class ABC fire extinguisher.
C. One disposable or cloth blanket.
D. Road flares.
E. One measuring tape.
F. Chalk or a can of spray chalk.
G. Traffic cones.
H. Vehicle unlock tools.
I. Jumper Cables.
J. CPR Face shield.
K. Hand sanitizer.
L. Bio-Shield - OC decontaminant.
M. Report forms.
N. Crime scene investigation kit that includes:
1. Latent fingerprint cards.

2. Scissors.

3. Two scalpels - disposable.

4. Jar of black fingerprint powder

5. Two fingerprint brushes.

6. Ample amounts of plastic and paper bags.

7. Five sets of latex or disposable plastic gloves.

Officers are responsible for replenishing supplies as they are used. Supplies may be obtained from Property and Evidence.
Stolen/Recovered Vehicles

3.9.1 Stolen Vehicles

All reports of stolen vehicles on campus will be immediately reported to the Pocatello Police Department.

3.9.2 Recovery of Stolen Vehicles

All recovery of stolen vehicles on campus will be reported to the PPD. The PPD will be responsible for processing the vehicle. Public Safety will photograph the vehicle and write a report for the PPD.
**3.10.1 Policy**

All persons in the custody of officers of the Department will be controlled and secured in order to protect the prisoner, officer, and others. All prisoners will be considered potentially dangerous, regardless of sex, age, or charge against them. The Department of Public Safety will not transport prisoners unless requested to do so by the local police. In the event they request Public Safety assistance, this policy will apply when holding a prisoner while awaiting the arrival of the local police.

**3.10.2 Searching of Prisoners**

All prisoners coming into the custody of officers will be searched by the officer taking custody of the prisoner.

**3.10.3 Transporting Prisoners**

The transporting officer is legally responsible for the safety and custody of the prisoner being transported.

It should never be assumed that someone else has searched the prisoner. Prisoners will be searched each time they come into the transporting officer’s custody, preferably by a member of the same sex.

Restraining devices are to be employed during transportation. When transporting more than one prisoner, each is to be handcuffed with arms intertwining. A prisoner is not to be handcuffed to any part of the vehicle, such as the door post.

If the transport is for an extended period of time, consult the officer in charge for any other methods of restraint during transporting.

All vehicles used to transport prisoners shall be searched for contraband prior to transporting the prisoner and immediately following a prisoner transport. Any contraband discovered shall be presumed to have come from the prisoner and as a result additional criminal charges may be filed.
3.10.4 Prisoner Transport Vehicles

Certain patrol vehicles have been designated as prisoner transport vehicles due to their protective barrier and the rendering of windows and doors inoperable in the prisoner area.

3.10.5 Assignment of Transport Vehicles

Officers will be assigned prisoner transport vehicles as part of their routine patrol duties. Officers will assume a regular patrol function and respond to calls for service when not engaged in a prisoner transport.

If an officer is needed to transport an arrested subject, calls for service normally assigned to that officer will be reassigned.

3.10.6 Prisoner Vehicle - Specifications

Vehicles that are routinely used for prisoner transportation shall be equipped with a screen, separating the prisoner from the transporting officer.

These vehicles will also be equipped with a plastic/Plexiglas covering that will be mounted over the screen to prevent attack and shield the officer from close contact with the prisoner.

The barrier shall allow airflow and communication to the back of the vehicle.

All vehicles routinely used for patrol shall have the rear door handles and window handles removed.

Prisoners will be transported in a prisoner transport vehicle, unless otherwise approved by the on-duty patrol supervisor.

3.10.7 Seating of Prisoners

All prisoners will be seated in the backseat of the transport vehicle, in the seat opposite the transporting officer. If two prisoners are transported, both prisoners shall be seated in the backseat.

Prisoners will be seat belted into their seats.

No prisoner shall be handcuffed or restrained to any part of the vehicle during transport other than by seat belts.

3.10.8 Transportation of Male/Female, Adult/Juvenile Prisoners

Male and female prisoners shall not be transported together. Adult and juvenile prisoners shall not be transported together.
3.10.9 **Handcuffing of Prisoners**

All prisoners will be handcuffed. The prisoners will be handcuffed with their hands behind their backs. When transporting more than one prisoner, each is to be handcuffed with arms intertwining. Handcuffs shall be double locked. Prisoners will be handcuffed in a manner consistent with training programs.

Handcuffs may be removed at the officer’s discretion.

3.10.10 **Violent Prisoners**

Violent prisoners may require the use of leg irons or a hobble to prevent injury to the prisoner, officer, or third party, or to prevent property damage. Leg irons and hobbles will be used in their prescribed and intended manner.

All prisoners shall be handcuffed when entering the county jail.

Due to physical handicap or injury of the prisoner, officers may modify the handcuffing requirement, provided safety and security can be maintained.

3.10.11 **Observation**

Transportation officers and officers responsible for custody of the prisoners shall maintain a constant observation of the prisoner. Excluded are the use of toilet facilities by prisoners of the opposite sex.

3.10.12 **Prisoner Meals during Transport**

During an extended transport of a prisoner, exceeding four hours or 250 miles, all prisoners are entitled to a meal. The transporting officer shall randomly determine the location where the meal is to be taken, considering safety and security.

3.10.13 **Rendering Law Enforcement Services with a Prisoner**

A transportation officer, with a prisoner shall stop to render law enforcement services only when failing to do so could result in death or serious injury to a third party, and only when the risk to the prisoner is minimized.

Prior to rendering any such assistance, the officer will inform communications of the action and request a back-up officer respond as soon as possible.
3.10.14 Prisoner Escape - Officer’s Responsibilities

If a prisoner escapes from the custody of an officer, the officer shall:

A. Immediately notify Communications of the following:
   1. Location of the escape and direction of travel of the escaping prisoner.
   2. Description of the prisoner and whether the prisoner is armed.
   3. Description of any accomplices.
   4. Injuries to either the officer or prisoner.
   5. Pursue the prisoner and provide Communications with constant status reports.

C. If the escape occurs outside the area of our radio communications, the officer shall immediately contact the nearest law enforcement agency of jurisdiction and inform them of the escape. The officer will then make notification to the ISU dispatcher.

3.10.15 Communications Responsibilities

Upon notification of an escape, Communications shall:

A. Immediately inform the nearest police agency of the escape with all information available about the escapee as provided by the officer.

B. Inform the on-duty patrol supervisor.

D. Direct other officers to assist as practical.

3.10.16 Supervisor’s Responsibilities

Upon notification of an escape, the on-duty patrol supervisor shall:

A. Coordinate apprehension efforts with the appropriate law enforcement agency

B. Notify the appropriate Captain and the Director.

C. Document the escape in a case report or addendum.

E. Ensure that an officer’s report is completed by the officer, fully describing the escape.
3.10.17  Communication During Transport

Prisoners shall not be permitted to communicate with anyone, other than police officers during transportation.

3.10.18  Smoking and Eating During Transport

Officers shall not permit prisoners to smoke or eat during transport (except as earlier defined).

3.10.19  Communications - Notification

 Officers shall inform Communications when a prisoner is in custody.

Officers shall inform Communications whenever a prisoner is being transported. The officer shall give a starting and ending time and mileage for all prisoner transports.

3.10.20  Detention Facilities

All officers shall comply with each detention facility’s rules and regulations regarding prisoner handling and weapons security.

If the facility does not have a prescribed prisoner or weapons policy, the following policy shall be used:

A. Prisoners shall remain handcuffed (behind the back) until released, accepted by facility personnel, or until otherwise directed by facility personnel.

B. Weapons shall be retained by the officer, unless otherwise directed. Weapons shall then be secured in provided weapons storage lockers. If secure facilities are not provided, the weapon(s) shall be secured in the trunk of the officer’s vehicle.

Prepare the appropriate paperwork required of the detention facility to include booking sheets, signing of warrants, submission of interims, delivering copies of citations, etc.

The officer shall receive the signature of the prisoner on an official document, and will include that with the officer’s paperwork.

3.10.21  Security of Prisoners in the Courtroom

If an officer transports a prisoner to court, and the prisoner presents a safety or security risk, the officer shall inform the judge of the facts of the safety/security risk.
3.10.22  Sick or Injured Prisoners

Prisoners who become sick or injured during an arrest will be given immediate medical treatment. If a prisoner needs to be transported for medical treatment, the prisoner may be transported in either a public safety vehicle (with on-duty supervisor’s approval) or by medical personnel.

If a prisoner is unconscious, bleeding (that cannot be controlled), suffering from broken limbs, or vomiting, the prisoner shall be transported by medical personnel.

If a prisoner, while being transported becomes unconscious, the prisoner shall be immediately taken to the nearest emergency room facility. Officer discretion will determine if the most expedient manner is by Department vehicle or by medical transport. If the prisoner becomes convulsive, or indicates signs of cardiopulmonary distress, the transport shall be stopped, first aid administered, and medical personnel summoned.

3.10.23  Security at Medical Facilities

The transporting officer is responsible for the security of the prisoner while at the treatment facility. The officer shall observe the prisoner as feasible due to treatment. If the prisoner is required to be admitted to the medical facility, the officer shall immediately inform the on-duty patrol supervisor.

If a prisoner is required to be admitted to a medical facility, the officer will attempt to “field release” the prisoner if the charges are misdemeanors. If the prisoner is able to sign the promise to appear notice, the officer may then leave the prisoner.

If the prisoner is charged with felony offenses, the on-duty supervisor shall be notified.

Arrangements for prisoner security within the medical facility for admitted prisoners shall be handled by the on-duty field supervisor and higher authority.

3.10.24  Handicapped Prisoners

Handicapped prisoners who do not have serious physical/mental impairments will be transported as feasible.

Prisoners who are seriously mentally or physically disabled will be transported by competent medical personnel or mental health agencies.

3.10.25  Escape, Medical, or Suicide Risk

Any officer who is aware of a potential suicide, medical, or escape risk of a prisoner, shall immediately inform the detention facility of this information, and any other police officer having custody of the prisoner.
Prisoner Escape/Prisoner Transport—Communications Responsibilities

The Department of Public Safety will not transport prisoners unless requested to do so by the local police. In the event they request Public Safety assistance, this policy will apply when transporting a prisoner who has been taken into custody after an escape.

### 3.11.1 Prisoner Escape

Upon notification by an officer of an escape, Communications shall:

- Immediately inform the nearest law enforcement agency of all information available about the escape provided by the officer
- Inform the on-duty supervisor
- Direct other officers to assist as practical

### 3.11.2 Prisoner Transport

Officers shall inform Communications when a prisoner is taken into custody. Communications shall record the time of custodial arrest. The transporting officer is legally responsible for the safety and custody of the prisoner being transported.

It should never be assumed that someone else has searched the prisoner. Prisoners should be searched each time they come in the transporting officer’s custody, preferably by a member of the same sex.

Restraining devices are to be employed during transportation. When transporting more than one prisoner, each is to be handcuffed with arms intertwining. A prisoner is not to be handcuffed to any part of the vehicle, such as the door post.

If the transport is for an extended period of time, consult the officer in charge for any other methods of restraint during transporting. Officers shall inform Communications whenever a prisoner is transported. The officer shall give a starting and ending mileage for all prisoner transports.
Mobile Command Post

The Department shall have available a mobile command post for the purpose of establishing a field command for incidents that can be better coordinated from an on-the-scene command center. The mobile command post is a black zippered bag with forms and charts available for use on any emergency or incident. The Black bag is located in the squad room. It can be attached to a vehicle or laid out on the hood of a vehicle.

3.12.1 Use of Mobile Command Post (MCP)

The use of the MCP may include, but not be limited to natural disasters and other events as necessary.

3.12.2 Authorization for Use

The Director may authorize the use of the mobile command post. Under no circumstance will the MCP be used without prior consultation with the Director.

Once the MCP has been established, it shall not be left unattended.
Vehicle Inventory

### 3.13.1 Purpose

This general order establishes guidelines controlling the conduct of inventories on vehicle(s). Disposition of any crime related evidence or contraband that may be discovered during the course of such inventory must be reported to law enforcement immediately.

### 3.13.2 Policy

Officers have a responsibility to protect property contained in vehicles which, after all other alternatives have been exhausted, remain in legal custody of the Department after the driver has been arrested, the vehicle obstructs traffic and is to be towed, or the vehicle has been abandoned and is to be towed, and in situation in which the police are not involved.

Inventory of vehicles containing property shall also serve the purpose of precluding accusations of theft by drivers/owners whose vehicles were towed/impounded as a result of arrest or other police enforcement.

Deportation of vehicles related to an arrest or traffic accident are the responsibility of the police.

### 3.13.3 Officer’s Responsibility

Officers shall record the contents of a vehicle and make such record on the Departmental Property Control Form (Property and Evidence Report) (See Chapter III Section 5.6.60) and Automobile Inspection Form (See Chapter III Section 3.6.7) prior to the vehicle being removed by a tow truck for storage or impounded as evidence.

All closed but unlocked containers carried within the vehicle shall be opened and their contents inventoried.
Locked vehicles and locked containers carried within a vehicle shall be opened only if the officer:

A. Has possession of the keys to the vehicle and/or containers; or

B. Believes that the contents are valuable and require safe storage; or

C. Believes that the contents are perishable; or

D. Believes that the contents pose a threat to the officer’s safety or the safety of others.

When a locked container cannot be opened under the criteria listed above and the officer has a reasonable belief that it may contain instrumentalities of a crime, fruits of a crime, contraband, or evidence, the officer shall contact the PPD who shall obtain a search warrant before opening the container.

Valuable personal property to be held for safekeeping shall be recorded as such on a Property and Evidence Form (Chapter III Section 5.6.60) and shall be marked “safekeeping”. Instrumentalities, fruits of a crime, contraband, and other evidence shall be recorded as such on a separate property sheet marked “evidence” using the original case number as reference.

If items of evidentiary nature or contraband are uncovered inadvertently during the course of the “administrative” inventory, the officer shall cause the evidence or contraband to be photographed, if practical, and notify the police.

The officer only needs probable cause to believe that what he/she is looking at may be crime related property or contraband in order to seize it. However, the police should be notified before seizure of this property.

### 3.13.4 Documentation

The goldenrod copy of the property report shall be left in the vehicle following the inventory. The property report shall indicate that the property is for “safekeeping” and shall contain the name and employee number of the officer conducting the inventory. The correct case number shall appear on all Page s of the inventory receipt.

### 3.13.5 Items Retained for Safekeeping

Items of value that are secured for safekeeping will be properly marked and recorded on a property report. All items, including the remaining copies of the property report, will be submitted to the property/evidence section.
3.13.6 Items Retained for Evidence

Items secured as evidence will be properly marked and recorded on a property report. All items, including the remaining copies of the property report, shall be submitted to the property/evidence section.

3.13.7 Release of Vehicle to Third Party

At the owner/drivers request a vehicle may be released to a third party in lieu of storage or parking the vehicle. In such cases the officer shall obtain valid identification from the third party and properly document the release of the vehicle to the party in a basic case/supplemental report.

In cases of immediate release to a third party, an inventory of the vehicle does not need to be completed.
Motorist Assistance

Public service is vital to the safety and security of a community. Occasionally Public Safety and community service personnel will be asked to assist motorists who are requesting directions, assistance with vehicle problems, or other information/services. All employees of the Department are expected to be helpful and courteous when asked to provide these types of public assists.

4.1.1 Directions

When asked for directions, employees should provide the person with the most direct route taking into consideration traffic, intersections, and time of day.

If an employee is uncertain as to a location, Communications should be consulted. If the location is off-campus and the employee is uncertain where a location is, the employee will attempt to locate an address and then provide the person with the major cross streets/telephone number so that they may call for directions.

4.1.2 Disabled or Stranded Motorists

The Department will provide assistance to stranded motorists following established procedures. If an employee transports a motorist to a specific location, away from the vehicle, the location and transportation must first be approved by the on-duty supervisor, and a starting and ending mileage shall be given to Communications.

The employee should ask the motorist if there is someone that they would like telephoned to respond for assistance or to make proper notification.

If the motorist does not wish to be transported to a nearby location to wait for assistance, the employee will advise the motorist to remain out of the roadway, turn on emergency flashers, and await the assistance.

Disabled vehicles will be removed from the roadway, as conditions permit. Officers will not endanger themselves or others while removing a disabled vehicle.
Whenever an officer or employee comes into contact with a disabled vehicle, the license plate and location will be relayed to Communications prior to contact.

Persons requesting assistance with a vehicle problem shall be helped as far as practical.

Whenever vehicle assistance is rendered the officer will have the subject complete the Request For Assistance Report Form. [MSR Form] (See Chapter I Section 7.2.6)

Officers will not render assistance of any kind if the Request For Assistance Form is not filled out and signed.

The officer will use the proper tools and equipment intended for unlocking or jump starting a vehicle that are provided by the Department with instructions on their use.

Officers may be requested to go several blocks off campus to assist ISU motorists.

**4.1.3 Pushing of Vehicles**

Some vehicles are equipped with push bumpers, to assist the officer and the public in removing vehicles from the roadway. Vehicles may be pushed with the push bumpers, only after the officer has explained to the motorist how the push bumpers work.

A. Officer Instructions

1. Officers shall inform the driver of the following:
   
   a. That the vehicle should be in neutral.
   
   b. The driver shall keep his/her foot off the brake while the two vehicles are together.
   
   c. The driver should not apply the brakes until the officer has "pushed off" from the disabled vehicle.
   
   d. The driver of the vehicle will follow the officer's instructions as they are relayed over the public address system.

2. The officer will push the vehicle only as far as necessary to remove it from the roadway, or to reduce the hazard.

3. Officers shall not attempt to push a vehicle with push bumpers, unless the bumpers match up.

4. Officers should get behind the vehicle, square up to the disabled vehicle and slowly begin pushing the vehicle. Care and caution shall be exercised at all times.

5. Officers should avoid exceeding ten miles per hour, while pushing another vehicle.
6. The officer shall activate the vehicle's emergency lights while pushing a vehicle. All traffic control devices shall be observed, unless another officer is present to assume manual traffic control.

7. Any damage as a result of pushing another vehicle, shall be immediately reported to the on-duty supervisor.
8. Flares, reflective traffic cones, as well as police vehicles may be used to alert motorists of the pending traffic hazard.

B. Pushing vehicles with patrol vehicles with air bags

The Department of Public Safety has patrol vehicles that possess air bags. Because these bags can be activated with as little as 500 pounds of pressure, it is important that officers use extra caution when providing a push to another vehicle.

Whenever possible a vehicle not possessing an air bag should be used for providing pushes. However, when using a patrol vehicle that does possess air bags the officer should:

1. Check the height and distance from the patrol vehicles bumper to the patrons vehicles bumper.

2. If possible, use a second officer or available person to signal when contact between the two vehicles is about to be made.

3. Approach the vehicle to be pushed at a very slow speed so that there is no bump that may activate the air bag.

In pushing the dead vehicle the officer should:

1. Instruct the patron not to ride the brake.

2. Instruct the patron not to brake until the patrol vehicle has pushed and backed away from the vehicle being pushed.

2. If contact is broken, the officer should stop and then approach the dead vehicle in the same manner as before. The officer should never attempt to catch the dead vehicle in motion to continue the push.

4.1.4 Vehicles Not Blocking Traffic

If the vehicle is not blocking traffic, the employee will render assistance as practical. It will be at the officer's discretion whether or not to remove the vehicle from the roadway.

Flares, reflective traffic cones, or vehicles may be used to alert motorists of the disabled vehicle.
4.1.5 Mechanical Repair

The Department will not provide any type of mechanical repair to disabled vehicles. Employees may, and are encouraged to, assist with changing of tires or notifying automobile associations for assistance.

4.1.6 Vehicle Unlocks

Officers may provide "slim jim" services.

Employees shall have a MSR/Request For Assistance Form (See Chapter I Section 7.2.6) signed by the driver of the vehicle prior to performing any such service. Vehicles that have electronic locks will not be slim jimmed. Extreme care shall be taken while performing this service. Whenever possible an Automobile Association or locksmith should be contacted to perform this service, at the request of the driver.

The vehicle owner is to be asked to make sure that they have not contacted a locksmith to unlock the vehicle. If the owner has contacted a locksmith, they will have to wait for the locksmith.

4.1.7 Battery Jump Starts

A. The Department may provide battery jump starts. A MSR/Request For Assistance Form shall be signed prior to any jump start.

B. When jump starting a vehicle, officers should have ready access to proper equipment and have the knowledge of the proper procedures to be followed in the course of the jump start. Officers should have the following:

1. Ready access to safety glasses and/or safety goggles.
2. A good set of cables, free of corrosion.
3. Request For Assistance Form.

C. Officers should never:

1. Attempt to jump start a vehicle that is touching the patrol vehicle.
2. Allow sparks, flames, or cigarettes to come near the battery of either vehicle.
3. Never jumpstart a vehicle if uncertain of the proper procedures.

D. Jump starting: The following is the method all Public Safety officers will follow when providing a vehicle jump start.
1. The officer must advise the requesting party of the potential of damage to the battery and or alternator.

2. The person requesting the jump start should sign a MSR/Request For Assistance Form prior to the officer working on the vehicle to be started.

3. The patrol vehicle must be parked away from the vehicle to be jump started.

4. The positive cable is hooked to the positive connection of the vehicle to be jump started.

5. The negative cable is then hooked to a metallic ground (the engine or car frame) on the vehicle to be jump started. Never attach the negative cable to the battery, as this may cause a spark.

6. Make sure the cable is clear from fan blades and moving parts.

7. The adapter cable is then connected to the patrol vehicle.

8. The officer then starts the patrol vehicle.

9. The subject needing the jump start then starts their vehicle.

10. If the jump start is not successful, the officer should put on glasses and/or safety goggles before approaching the dead battery for a check on the cable connection.

11. After a successful or unsuccessful jump start, the officer is to disconnect the adapter cable from the patrol vehicle.

12. The officer then disconnects the negative cable from the ground of the jump started vehicle.

13. The officer then disconnects the positive cable from the jump started battery.

E. Battery Acid

1. In the event of battery acid getting in the officer’s or patron’s eyes:
   a. Force the eyes open while flushing with copious amounts of water.
   b. Get medical assistance.

2. In the event of battery acid getting on the officer’s or patron’s clothes:
   a. Rinse with water.
   b. Change clothing as soon as possible.
   c. Get medical assistance if irritation persists.
4.1.8 Motorists Who Need Fuel

It will be the officer's discretion, and with supervisory approval to take a motorist to the closest service station for fuel. Officers should provide dispatch with the beginning mileage, and the location where they will be going. Once at the service station an ending mileage should be given. When returning a beginning and ending mileage will be given. A plastic fuel container is maintained in the garage at Central Operations.

4.1.9 Towing Service

Each vehicle will have a tow strap in the maintenance trunk to be used for assisting vehicles that are stuck.

The officer will be cautions when hooking up to pull a vehicle. Bumpers, steering arms, etc., are not good places to hook on to and could cause vehicle damage.

If the officer does not think the vehicle can be pulled safely he should not attempt to pull it, and may assist in some other way.

Employees assisting motorists needing a tow service, will provide Communications with any specific request for such service. Employees should also inquire from the person, if they belong to any automobile associations.

If there is no specific request, and if the motorist requests the use of the University contract tow service, the request will be made to Communications who will contact the current contracted tow company.

4.1.10 Emergency Assistance

In the event of an emergency, such as a fire or medical emergency, the employee shall:
A. Immediately notify Communications of the location and the type of emergency.

B. Provide first aid and emergency care as appropriate, while not unjustly endangering themselves or others.

C. Direct emergency response personnel to the scene.

Communications shall be responsible for:
A. Immediate notification of fire/medical or other law enforcement jurisdictions if applicable.

B. Dispatching additional units to the scene.

C. Notifying the on-duty supervisor of the incident.

D. Coordinate response of police and emergency personnel.

E. Maintain accurate logs of events.

F. Make notifications as necessary.
4.1.11 Stuck Vehicles

When requested to assist a vehicle that is stuck, the following is to be observed:

A. When using the Blazer, use the tow hooks when towing from the front and the receiver hitch when towing from the rear.
B. Do not hook the tow strap to any of the push bumpers mounted to the front of some of the patrol vehicles.
C. Do not use any of the Taurus’s to tow vehicles.

4.1.12 Damage to Vehicles

When any employee, in the act of their duties, causes or thinks they may have caused damage to an individual’s property, or an individual believes that the employee has caused damage to their property, the employee is to write a detailed report and give the subject a State of Idaho Claim Form.

4.1.13 Debris or Hazards on the Roadway

Employees observing hazardous conditions, such as: (list not inclusive)

A. Debris in the roadway.
B. Downed power lines.
C. Missing manhole covers.
D. Inoperable traffic lights.
E. Missing traffic control devices.
F. Vision obstructions, including campaign materials. Campaign materials or notices are not to be removed from campus buildings without approval. If these materials are found in questionable locations, the Student Government Office, Student Affairs, or the Facility Services Director are to be notified.
G. Will notify Communications of the incident and the location and take the necessary action to eliminate or reduce the hazard.

Officers should try to remove debris from the roadway. If the debris is too large, the officer will advise Communications and the proper authority, Facilities Management for on-campus problems, the Pocatello Police Department, Bannock County Sheriff’s Department, or Idaho Department of Public Safety for off-campus problems will be contacted.

Officers should secure the area to prevent injury or accident. If outside ISU jurisdiction, the agency of responsibility will be contacted and requested to respond to assume control.

Inoperable traffic lights will be reported to Communications, who will in turn notify Pocatello Police Department.
Facility Management problems, such as street lights being out, will be reported to Communications who will report the discrepancy to Facilities Services.

Missing traffic control devices within ISU jurisdiction, which constitute an immediate hazard, shall be reported to Communications, and in turn Facilities Services. If necessary, an officer will be assigned to provide point control until the sign(s) is/are replaced.

4.1.14 Hazardous Materials

Officers or employees viewing or notified of hazardous materials in a roadway will immediately notify Communications of the condition.

Officers will respond and identify the problem, and immediately request the response of the Pocatello Fire Department and ISU Technical Safety for incidents on campus. Communications will be responsible for such notification.

The on-duty supervisor shall be immediately notified by Communications and shall respond to assume control and establish a command post. Efforts shall be taken to identify the hazardous materials, however no employee shall intentionally or unnecessarily endanger themselves in identifying suspected hazardous materials.

Additional personnel shall be dispatched to coordinate emergency efforts.

If there are gases involved and escaping, wind direction should be determined and if necessary, efforts made to begin evacuation procedures. All such commands will come from the command post.

Traffic, both pedestrian and vehicle, will be diverted away from the scene to permit emergency response and clean up.

4.1.15 Arrival of Fire and Technical Safety

The fire department assumes primary control of the emergency scene upon their arrival. Technical Safety personnel also will have concurrent control with the fire department for on campus incidents. No hazardous materials will be secured at Public Safety.

4.1.16 Abandoned Vehicles on the Roadway

Officers observing an abandoned vehicle within ISU jurisdiction will make an effort to ascertain the owner or driver.

If there is no indication that the owner/driver is in the area, the officer will request Communications contact the registered owner to ascertain if the owner knows of the vehicle's location. If no answer is received, and the vehicle is in the roadway after 30 minutes unless creating an immediate hazard, the vehicle may be removed from the roadway by the contract towing company.

Any vehicle towed or stored will require that the vehicle be entered as a stored or abandoned vehicle. Communications personnel will be responsible for making this timely entry.
Records personnel shall be responsible for sending a letter to the registered owner of the vehicle the next business day. The letter shall inform the owner where the vehicle was either abandoned or recovered, that the vehicle is being stored, and that it is the owner’s responsibility to pay for all associated charges. A copy of the letter shall be maintained for two years.

If the vehicle is not within ISU jurisdiction, the agency of jurisdiction shall be contacted and informed of the abandoned vehicle. Officers may stand-by until the agency of jurisdiction arrives, for hazardous conditions, or may place flares, or reflective cones around the vehicle to alert motorists of the hazard.

### 4.1.17 Abandoned Vehicles in Parking Lots

Parking is responsible for the removal of abandoned vehicles from parking lots.

### 4.1.18 Documentation of Stored or Impounded Vehicles

Whenever a vehicle is stored or impounded, a Vehicle Report shall be completed. This report will be completed prior to the towing or impounding of the vehicle.
Bicycle Operations

4.2.1 Policy

The Department is committed to providing the community with a safe and tranquil environment. To accomplish this mission, the Department will maintain a bicycle unit consisting of specially trained Public Safety and community service officers. These employees will be assigned to their respective shifts.

The duty of these officers with respect to their bicycle functions, will be to patrol the campus, control traffic and pedestrians, and answer routine calls for service.

4.2.2 Qualifications - Officers

To qualify for a bicycle assignment the applicant shall be:

A. Have a medical waiver from a licensed medical doctor stating that the officer can perform required duties on a bicycle.

B. Successfully complete a command interview.

C. Successfully complete the training program.

4.2.3 Objectives

The bicycle program is intended to provide a high visibility patrol, to enforce the transportation laws, criminal laws, and University administrative sanctions through violator behavior modification, and to respond to calls for police service in an expeditious manner.

Bicycles may also be used for parades, athletic events, crime prevention demonstrations, and any other events as may be deemed appropriate.

4.2.4 Responsibilities

Bicycle officers are primarily responsible for the enforcement of the transportation and criminal laws of the state and University administrative sanctions. Officers are expected to respond to calls for assistance whenever on-duty.
4.2.5 Hours of Operation

Operation of bicycles will be the same as that of other patrol functions.

4.2.6 Obedience to Traffic Laws

Officers will obey all traffic laws, rules and regulations of the University while riding a bicycle.

4.2.7 Designator - Officers

While working a bicycle shift assignment, the officer will be known as a "BIKE" unit.

4.2.8 Maintenance

All bicycle units will be expected to keep their bicycles clean and well maintained. Any major repairs will be done by designated personnel.

Bicycles will be inspected on a regular basis using the Bicycle Inspection Form (See Section III 4.2.21). Any personnel, including Public Safety or community service officers, who are determined to be in violation of the maintenance policy are subject to disciplinary action.

4.2.9 Security of Bicycles

When the bicycle is not in use it will be secured. Bicycles will be secured in the bicycle compound when not being used on-duty.

4.2.10 Deployment

Bicycle patrol may be utilized at supervisory discretion. Bicycles will not be operated in weather conditions deemed unsuitable or hazardous by the bicycle officer or supervisor. The bicycle officer should advise the on-duty patrol supervisor if and when the conditions do not permit safe operation of the bicycle. In these situations the officer will be assigned to regular patrol or security duties.

Officers should not unnecessarily endanger themselves or others while responding to calls for service. Bicycles will not be ridden in buildings, planters, or through washes or arroyos that are running swiftly.

4.2.11 Transportation of Prisoners/Others

Bicycles used by this Department are intended to carry only one person, the operator. Prisoners shall be transported in accordance with the Prisoner Transport Policy (See, Section III 3.9.3). There shall be no passengers transported on a bicycle.
4.2.12 Pursuits by Bicycle Officers

Bicycles used by the Department are not equipped with emergency sirens. Pursuits by bicycle units are not permitted. This does not preclude the chasing of other bicycles or suspects on foot. Caution will be exercised at all times while riding a bicycle.

4.2.13 Bicycle Markings

Department bicycles shall have Department emblems placed on each side of the top cross bar.

4.2.14 Equipment

Each bicycle will be a mountain type bicycle with a minimum of 18 speeds. Bicycles may be equipped with:

A. An operational headlight.
B. Water bottle and rack.
C. Rear book rack.
D. Bike bag.
E. Toe clips and kick stand.

4.2.15 Uniforms

In addition to the regularly issued Department uniforms, each bicycle officer shall be issued authorized uniforms and equipment for use while operating as a bicycle officer. Bicycle uniforms shall not be worn as part of the regular police uniform. Bike uniforms will not be worn for vehicle patrol.

4.2.16 Helmet (Bicycle)

The Department issued/approved helmet shall be worn when riding a Departmental bicycle.

4.2.17 Glasses

Whenever a bicycle is in operation eye protection shall be worn.

4.2.18 Qualifications - Student Officers

To qualify for the assignment, the following qualifications must be met:

A. Have a medical waiver from a licensed medical doctor, stating that the Public Safety officer can perform the required duties on a bicycle.
B. Successfully complete a command interview.
C. Successfully complete the training program.
4.2.19 Objectives - Public Safety Officers

To provide assistance to units in non-hazardous situations, to provide high visibility patrol, to enforce bicycle violations on University property, to assist patrol officers by reporting criminal activities, hazardous, and unusual situations, and to provide security services to the University community.

4.2.20 Responsibilities - Student Officers

To perform assigned duties of Public Safety officers, in addition to the enforcement of University rules and regulations concerning the operation of bicycles on University property.
### Bicycle Inspection Form

**ISU PUBLIC SAFETY**  
Daily Bicycle Inspection Form

**INSTRUCTIONS:** This form is to be completed for each bicycle used by patrol. Each officer is to use one form until form is complete.

<table>
<thead>
<tr>
<th>DATE:</th>
<th>BIKE #</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICER #</td>
<td>0700-1700</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INSPECTION:** Note any deficiencies/malfunctions in comments section. If the equipment is functioning properly, etc., mark "OK" in the box.

- First Aid Kit
- Light (Batteries?)
- Tire Lever
- Spare Tube
- Hex Keys

**Condition**
- Drop Test
- Headset
- Skewers
- Saddle Height
- Saddle Alignment

**Chain**
- Tightness
- Oil Needed
- Front Tire
- Rear Tire
- Tour Miles

Any needed repairs should be indicated in this section.

**Comments:**

**REVIEWED BY:**
Traffic Enforcement

4.3.1 Policy

Officers of the Idaho State University Department of Public Safety will only enforce traffic laws and University rules on University property. Violations off-campus will be reported to the PPD. **Traffic stops initiated on campus will be terminated if the stop leaves University property.** If the violation is serious, the PPD will be notified. If directed by the PPD, the officer may continue to follow the violator until the police arrive. However, unless directed by the PPD the following vehicle will turn off any overhead lights, obey all traffic laws, and must not create a hazard by its presence if they continue to follow the suspect vehicle.

Public Safety Officers are under no obligation to enforce traffic rules or make traffic stops on any person that is not affiliated with the University as a faculty, staff or student. Further, officers are not required to enforce traffic rules or make traffic stop on any vehicle or individual if the officer feels there is some potential threat to their safety. Some reasons that may affect an officer’s decision not to enforce a traffic stop may include but is not limited to: Time of Day, Area of Stop, and Subject’s Behavior.

4.3.2 Purpose of Enforcement

Enforcement of the motor vehicle laws and parking rules are to ensure that the campus community is protected from unsafe driving, riding, and pedestrian practices. Officers may use discretion in the enforcement of these laws.

4.3.3 Officer’s Responsibilities

In any incident in which a person is to be arrested and/or cited by an officer for an offense that is a misdemeanor, civil, or a petty offense, the arresting officer will notify the PPD immediately and prepare a case report of the incident.

4.3.4 Officer-Violator Relationship

Officers shall conduct themselves in a professional and courteous manner at all times. Officers should greet the violator with the officer’s name, title, or Department, followed by a request for the necessary paperwork. Do not ask for a Social Security number from anyone who is an ISU student or faculty/staff employee. If someone claims to be an ISU student or faculty/staff employee, ask instead for their ISU
Bengal Card ID number. If they do not have the ID with them or claim not to know the number, call Dispatch. Dispatch can look up the Bengal Card number either in student info or CS Gold and verify student or faculty/staff status.

Officers will inform violators of the reason for the traffic contact, and will inform them of the action that the officer is going to take. During the contact with the violator, the officer should be looking for indications of physical impairment, alcohol or drug abuse, or other evidence of a crime or offense.

If the officer suspects alcohol/drug abuse, the officer will begin an investigation to determine the violator's inability to safely operate a motor vehicle and will notify the PPD.

Officers should be prepared to complete the necessary citations or warnings in a timely manner.

Good officer safety dictates that the officers check the computer for the violator's driving status as well as for wants and warrants.

Following the completion of citations, the officer will explain the violation(s) to the violator, but will not engage in a disagreement about the offense(s). The officer will inform the violator of the court date, etc. as described above under **Officer's Responsibilities**.

### 4.3.5 Stopping of Vehicles

**A. Emergency Lighting and Use of Siren - Traffic Stops**

Officers shall utilize either red or a combination of red emergency lights in order to affect a traffic stop. Initially officers should allow a reasonable time for the driver to respond to only the lights.

If there is no attempt to stop or no apparent reaction to the emergency lights, then a short burst(s) on the siren will be used to draw the driver's attention. The vehicle's spotlight will be used in order to illuminate the driver's compartment during times of darkness or low visibility.

Once a vehicle is stopped, all lighting to the rear of the patrol vehicle shall remain activated in order to warn traffic coming from the rear. A minimum of a solid illuminated red light shall remain activated to the front of the patrol vehicle at all times during a traffic stop.

**B. Use of Public Address System**

Officers may direct drivers via the public address system to remain in the vehicle or move the vehicle to a less congested location. The public address system should be used sparingly.

### 4.3.6 Stopping the Violator - Initiating the Stop

Upon recognition of a traffic violation, the officer will decide where to initiate the traffic stop, taking into account traffic conditions, lighting, and officer safety.

The officer will advise Communications before the traffic stop of:

**A.** State and license plate of the vehicle, if known.

**B.** Location of the traffic stop.
If no plate is legible the officer will provide communications with a description of the vehicle and the number of occupants. At a minimum the description should include:

A. Make of vehicle.

B. Color of vehicle.

C. General description i.e., 4-door, van, etc.

Determine a safe location to affect the stop that will not unnecessarily impede other traffic and will provide illumination during hours of darkness.

Activate emergency equipment.

Officers should keep a distance of at least six feet to the rear of the violator's vehicle and position the car off center, approximately three feet, unless the situation warrants otherwise.

During hours of low visibility, spotlights/take down lights will be used to illuminate the vehicle's interior.

4.3.7 Driver Contact

The officer will approach the vehicle from the rear, and should carry only those items necessary for the contact such as flashlight and citations.

Officers will be attentive to the actions and movements of the driver/passengers and approach with caution. Officers will ask for assistance from other officers if the actions are suspicious or unusual.

Officers should position themselves outside the violator's vehicles, to the left, and slightly behind the driver using the vehicle's window pillar as cover. If the driver begins to exit the vehicle, the officer will either direct the violator to remain in the car, or direct him/her to the side of the roadway and out of the traffic flow.

4.3.8 Officer Conduct During the Stop

During the initial contact, the officer shall ascertain vehicle ownership, driver’s license information, registration, insurance, and other information relevant and appropriate to the stop. Do not ask for a Social Security number from anyone who is an ISU student or faculty/staff employee. If someone claims to be an ISU student or faculty/staff employee, ask instead for their ISU Bengal Card ID number. If they do not have the ID with them or claim not to know the number, call Dispatch. Dispatch can look up the Bengal Card number either in student info or CS Gold and verify student or faculty/staff status.

Once this information is obtained, the officer may request the driver or passengers to exit the vehicle.

Officers will return to their vehicle for completion of the appropriate paperwork. Officers are discouraged from completing citations and warnings while seated inside a vehicle during a traffic stop. Officers will maintain visual contact with the vehicle occupants during the traffic contact.
4.3.9  Re-approaching Violator’s Vehicle

Upon completion of the appropriate paperwork, the officer will return to the violator. The officer will be attentive while returning to the vehicle and should avoid walking between vehicles or directly behind the violator’s vehicle. The officer may approach the driver from the right side passenger window, if desired, or may ask the driver to exit the vehicle to complete the paperwork.

After the officer has explained the violation (see Officer’s Responsibilities 4.3.3, above), the officer will return to his/her car and remain there with the appropriate emergency lighting on, until the violator has departed. The officer will then advise communications that he/she is back in service.

4.3.10  Enforcement Practices

Officers in marked vehicles are expected to enforce the motor vehicle laws as necessary. Officers are to enforce traffic laws within ISU jurisdictional boundaries which are defined as the property boundaries of ISU, owned or leased buildings and land. Specific areas may be targeted for increased enforcement activity to help reduce traffic offenses, prevent traffic accidents, deter unsafe driving, or as directed by a supervisor.

Officers in patrol cars, should not intentionally conceal themselves for the sole purpose of traffic enforcement, unless the enforcement is a covert activity. Officers should position themselves to prevent an unobstructed view by either the officer or the violator.

No officer should intentionally endanger him/herself to prevent the officer from being seen by the motorists while monitoring traffic. Unmarked vehicles may be used in traffic enforcement, however vehicle usage is established in Operations Unmarked Vehicles (Chapter III Section 3.7).

4.3.11  Vehicle Pursuits - Traffic Offenses

Vehicle pursuit is justified only when the officer knows or has reasonable grounds to believe the suspect presents a clear and immediate threat to the safety of others; has committed or is attempting to commit a serious felony, or when the necessity of immediate apprehension outweighs the level of danger created by the pursuit. See Vehicle Pursuit Policy (Chapter III Section 3.2).

4.3.12  Enforcement - Outside Designated Patrol Area

The Pocatello Police Department will be notified whenever a pursuit exits the University boundary.

4.3.13  Hazardous Traffic Violations

Hazardous traffic violations on non-University property within the designated patrol area must be handled by PPD officers.

4.3.14  Non-Hazardous Traffic Violations

Minor non-hazardous traffic violations on non-University property within the delineated patrol area are not a priority of this Department and will not be enforced unless connected with an additional more serious violation providing sufficient reason for reporting the violation to the PPD.
4.3.15 Violators

All violators will be treated with impartiality, courtesy, and respect by the officer at all times.

4.3.16 Juveniles

Juvenile traffic violators will be issued a University citation. If the violation is a state code violation PPD will be notified.

4.3.17 Non-Residents

Non-residents will be cited for violations as would any other violator. Officers should utilize discretion for minor traffic violations and equipment repair violations.

4.3.18 Explanation of Violation

At the time a motorist is issued a traffic complaint, the issuing officer will advise the violator of the violation which the violator is being cited.

Officers will advise the violator of the following:

A. Date, time, and location of the court appearance.
B. The consequences of not appearing or making arrangements for an alternate court date.
C. The possibility of mailing in the fine or entering a plea via the postal service.
D. To read the back of the violator’s copy of the summons for additional information.

The violator will be given a copy of the citation.

4.3.19 Multiple Violations

Officers encountering multiple violations during a traffic contact will consider hazardous violation enforcement over nonhazardous enforcement. Citations for multiple non-hazardous violations will not be issued along with hazardous violations except for cause.

Officers will consider verbal or written warnings for those non-hazardous violations encountered during stops for hazardous violations.

4.3.20 Driving Under the Influence of Alcohol or Drugs

All suspected violations of traffic law concerning DUI will be reported to the PPD.
4.3.21 Speeding Violations and Hazardous Moving Violations

Speeding violations and other hazardous moving violations pose an immediate threat to the motoring and pedestrian public. Officer's enforcement of these violations should be directed to those areas which directly affect the safety of those person(s) utilizing the University.

Officers should take into consideration the time of day, traffic flow, and previous history of violations to determine the most appropriate method of enforcement. Enforcement may be accomplished with the use of written warnings, verbal warnings, University citations, or state citations.

4.3.22 Felony Violations

When an officer determines there is probable cause to believe that a felony motor vehicle statute has been violated, the officer will notify the PPD.

4.3.23 Misdemeanor Violations

Misdemeanor traffic violations originating on University property may be enforced through citation or verbal or written warning. State citations can only be issued by the PPD.

4.3.24 University Violations

University violations occurring on University property may be enforced in a manner to modify the driver's behavior. This may be through University citation or verbal or written warning.

4.3.25 Equipment Violations

Officers should pay attention to those equipment violations that pose a hazard to motorists. Such violations may include non-functioning head, tail, or brake lights. The goal of the officer during this type of enforcement is to make the driver aware of the problem and the hazards of continued operation of the equipment while faulty. Officers may elect to utilize a verbal warning or a written warning.

Violators will be given a copy of the written equipment repair warning.

4.3.26 Warnings - Verbal

Officers at their discretion may use a verbal warning for violations of the motor vehicle laws. First offenses should be a verbal warning unless circumstances present a serious safety issue. The seriousness of the issue must be reflected in a report.

4.3.27 Warnings - Written

Officers may issue written warnings for violations of the motor vehicle laws. All written warnings shall be on the approved warning citation. The officer will complete the appropriate sections of the warning and request the violator to sign the warning. The violator will be given the last Page of the warning. If the violator refuses to sign the warning, the officer shall issue the warning without a signature.
4.3.28  Suspended Driving Privilege

Officers who discover a motorist operating a vehicle while their license is suspended or revoked shall confirm through DMV queries an updated status on the person. If it is determined the license is suspended or revoked, officers will notify the PPD. If a violator is in possession of a suspended or revoked driver’s license, the officer will notify the PPD.

4.3.29  Speed Enforcement

Officers will use their certified speedometer to gauge the speed of a suspected violator. The officer should maintain a constant speed for at least two blocks to measure the speed of a suspected violator.

All Public Safety officers are encouraged to utilize the radar and make traffic stops. However, for officers not certified on the radar, stops are a courtesy only to advise people of their speed.

4.3.30  Traffic Education

All officers are responsible for education of the motoring public. Each year the legislature and the University enacts and amends traffic law that may not be immediately available to the public. Officers will consider utilization of verbal or written warnings for a reasonable period of time to allow motorists to adjust their driving habits.

A Sergeant, Lieutenant, Captain, or Director may order a period of warnings for certain offenses of the traffic laws, such as the beginning of semesters, and when new traffic control devices have been installed.

4.3.31  Physical Arrests

All persons arrested will be held for the PPD.

4.3.32  Report Preparation

A case report will be necessary for the following offenses:

A.  Driving under the influence.
B.  Reckless driving.
C.  Drag racing.
D.  Custodial arrest as a result of a traffic violation.
E.  As necessary to accurately document a traffic violation.

Citation narratives may be used by the officer to make comments to assist the officer at a later time for all other traffic violations.

All citations, warnings, and case reports will be completed and turned into the supervisor prior to the officer going off-duty.
4.3.33  Traffic Citation Accountability

Citations are maintained by the Parking Division. All citations are numbered in numerical order. The officer will record the series of citation numbers whenever citations are issued.

The Parking Records Division will be responsible for accounting of all issued citations. Citations that have been voided will be forwarded to the Parking Division for filing.

All citations are to be turned into the Parking Office at the end of a shift. The citations are to be in numerical order and if any of the citations have been warned or voided, they are to be stamped with the appropriate stamp.

4.3.34  Audit

Supervisors will periodically conduct an audit of their employee's citations. Parking will be responsible for a monthly audit of the citations issued to officers.

4.3.35  Citations Needing Amending

After issuance of a citation, if the officer discovers that an omission or correction is needed, the officer will prepare an officer’s report detailing the omission or error and state the correction in the officer’s report. The officer’s report will be reviewed by a supervisor and will be attached to the citation for transmittal to the Parking Office.

4.3.36  Lost or Damaged Citations

Officers shall immediately report the loss or damage of any citations to their immediate supervisor via officer’s report. Parking shall be informed of the loss or damage for their respective records.

Officers are subject to disciplinary action for the intentional or reckless abuse of citations.

4.3.37  Removing Violators from Vehicles

Officer discretion may be used during a traffic contact whether to have the violator or occupants remain in or exit the vehicle. Officers should take into consideration officer safety, weather conditions, traffic conditions, and other physical or environmental concerns.

If the violator or occupants exit the vehicle, the officer shall direct them to the sidewalk, shoulder of the road, or somewhere away from the flow of traffic and from between the vehicles.

Officers and violators should not stand between the vehicles, nor should the violator or occupants be allowed to wander about during the traffic contact. Officers should direct violators and occupants in a firm but friendly manner.
4.3.38 Officer Identification

If an officer conducts a traffic stop out of uniform, the officer shall immediately display his/her badge and commission card to the violator as well as verbally identify his or herself. An officer in plain clothes should request that a patrol officer respond to assist with the traffic contact (Chapter III Section 3.7.4).

4.3.39 Public Assists - Motorists

Officers will, as a course of routine patrol, provide motorist assistance. It may become necessary for the officer to position his/her vehicle in a traffic lane to warn other motorists of a stalled vehicle, or other hazard.

Officers will activate all emergency lighting to the rear of the patrol vehicle, and if necessary the lighting to the front of the vehicle, while conducting these activities.

4.3.40 Vehicle Pushes

If officers’ conduct vehicle pushes all emergency lighting shall be activated. Officers may use the public address system to instruct the driver during these motorist assists (Chapter III Section 4.1.3).

4.3.41 Bicycle Enforcement

Patrol officers are expected to enforce traffic laws on human powered vehicles.

Human powered vehicle operators may be issued a University citation for traffic offenses occurring upon University property.

Officers may notify PPD for offenses occurring upon roadways outside University control or for offenses occurring upon the roadway on University controlled property.

4.3.42 Bicycles and Human Powered Vehicles

A. Human powered vehicles are defined as vehicles that include but not limited to bicycles, skateboards, roller skates, roller blades, or scooters. Persons operating wheelchairs are considered to be pedestrians as defined under Idaho Code. (Wheelchairs must be operated in a safe and courteous manner.)

The University desires to create an environment of personal safety for students, faculty, staff, and guests, and to lessen the potential for property damage. Human powered vehicles will, at all times, be operated in a safe and courteous manner. Operators of human powered vehicles are responsible for being aware of their own safety and the safety of those around them.

Skateboards and scooters are not to be ridden within 20 feet of any building where glass windows are less than 3 feet above the level of the ground. There is to be no skateboarding under the Hypostyle nor on the sidewalk near any building entrances nor the Dillon Street side of the Hypostyle.

All bicycles and other human powered vehicles shall:
1. Not be secured to handrails or impede the ingress or egress to any building or create a safety hazard.
2. Not be operated in areas where sign/s prohibit their use.
3. Not to be used in any building not designated for their use.
4. Not to be used to leap upon or over objects.
5. Not to be used on stairs.
6. Travel at a reasonable rate of speed on all university sidewalks and property.
7. Not race except in an authorized racing event with a designated route.
8. Yield to all pedestrian traffic.
9. Give an audible signal before passing a pedestrian.
10. Obey all applicable traffic laws as contained in the Idaho Traffic Code, IC Title 49.
11. Obey all rules as promulgated by ISU Parking.
12. Not carry more than one person. An adult rider on a bicycle may carry a child securely attached to his person in a backpack or sling or in a child carrier attached to the bicycle.
14. Be operated with appropriate lights and reflectors as contained in Idaho Traffic Code, IC Title 49.
15. Not carry articles, packages, or bundles which prevent the safe operation of the vehicle or prevent the operator of the bicycle from using at least one (1) hand in the control and operation of the bicycle.

B. The following steps are to be taken when dealing with Human Powered Vehicle violations:

1. Subject’s 1\textsuperscript{st} violation:
   Issue the subject a verbal warning and a copy of the ISU Human Powered Vehicle Policy.

2. Subject’s 2\textsuperscript{nd} violation:
   Issue the subject a written warning and a copy of the ISU Human Powered Vehicle Policy.

3. Subject’s 3\textsuperscript{rd} violation:
   Issue the subject a trespass notice, a 30 day ban from campus, and a copy of the ISU Human Powered Vehicle Policy.

4. Subject’s 4\textsuperscript{th} violation:
   The subject is to be cited by Pocatello Police and issued a ban from campus for up to 90 days. The ban may be extended under serious circumstances. If unsure how long to set the ban, contact the Director.

ISU students cannot be arrested by Pocatello Police for trespassing. They should instead be cited for disturbing the peace or destruction of private property if there is evidence.

In the event a subject has been stopped for a 3\textsuperscript{rd} violation and the officer decides not to issue a ban, the Director must be contacted and advised of the situation before the subject is released.
Attitude and the seriousness of the incident are key issues. A written warning or trespass notice with a campus ban can be issued on the 1st or 2nd violation if it is warranted. Flagrant misbehavior should be dealt with by firm enforcement.

C. Roller blades are not prohibited under the Hypostyle unless their actions are unsafe or destructive. The restrictions of the Hypostyle, Dillon Street sidewalk, building entrances, and glass windows near the ground are specific to skateboards only.

A. Subjects bringing their own ramps to campus for the purpose of jumping skateboards and roller blades are restricted by the Human Powered Vehicle Policy. If subjects are observed on campus using a homemade or store purchased ramp, they should be given a verbal warning for their behavior, a copy of the Human Powered Vehicle Policy, and asked to remove the ramp from campus. The only exception to this is in the parking lot across the street from the Public Safety Office (G01 lot), and only if the actions are safe.

4.3.43 Pedestrian Enforcement

The Idaho Legislature has specifically provided statutes concerning pedestrians. Officers may use their discretion in enforcing these statutes (Idaho Code Title 49 Chapter 7).

4.3.44 Off-Road Vehicle Enforcement

Unlicensed off-road vehicles (i.e. dirt bikes, mini-bikes, ATV’s) being operated in the traffic way may be cited.

Vehicles being operated in "no motorized vehicle areas" may be cited or issued trespass notices.

Applicable University property has been posted "NO MOTORIZED VEHICLES,” according to city and county codes, on undeveloped property belonging to or controlled by Idaho State University.

ATV’s may be ridden on parts of campus not posted as long as they are not ridden on the sidewalks or grass, or in some way damaging ISU property, and as long as the vehicles are being driven safely and the driver is aware that the University assumes no liability.

Officers will confront persons who are in violation, and the city police will be called.

A citation for trespassing or other appropriate citation should be issued.

A report of the contact and a copy of the citation shall be completed prior to the end of the shift or tour of duty the incident occurred on.

Off-road vehicles include, but are not limited to, motorcycles, all-terrain vehicles, snowmobiles, or similar motorized vehicles.

4.3.45 Parking Enforcement

Officers will enforce University parking rules.
4.3.46 Towing of Vehicles

Vehicles that are towed by ISU will only be towed by the company awarded the current University contract unless a specific company is specified by the vehicle owner.
Traffic Accident Investigation

Notification to law enforcement officials is required when an accident occurs resulting in death or injury. This policy will establish procedures for investigation of traffic accidents on University property. All vehicle accidents on the city streets will be investigated by Pocatello Police. Public Safety officers will stand by to direct traffic prior to the arrival of the city police and render assistance at their request.

4.4.1 Accidents - Public Roadway

Any accident involving a motor vehicle upon University property that results in one of the following will be investigated by a police officer:

A. Bodily injury or death
B. Damage to property in excess of $500.00
C. Impairment (due to drugs or alcohol)
D. Major traffic congestions
E. Disturbances or fights
F. Towing of vehicles.
G. Hazardous materials involved
H. Failure to notify (Hit and Run)
F. An investigative request by any of the parties involved

They shall be properly documented by interviewing persons including persons involved and witnesses. Reporting shall be documented in writing on the appropriate form approved by the State and the Department.

4.4.2 Officer’s Responsibility

Officers will conduct an investigation in order to determine cause of the accident, violation(s), and whether or not local law enforcement should be notified.
In the event of death, serious physical injury, or major property damage, the on-duty supervisor shall be notified.

Public Safety officers will investigate all other vehicle accidents occurring on campus property.

A. Upon arrival to the scene of an accident the officer will secure the area with cones, barricades, flares, etc., when needed to prevent further damage to property or injury to people.

B. Every effort will be made to obtain all pertinent information. The following should be requested:
   1. Driver’s license of each driver.
   2. Proof of insurance from each vehicle.
   3. Registration of each vehicle.

C. Names, address, and phone numbers of any witnesses will be recorded by the officer.

D. Name, address, phone number, and seating position in vehicle of any passengers.

E. Voluntary Statement Forms (See Chapter I Section 6.1.6) will be given to each driver and any passengers or witnesses to fill out. The written form will be filed with the officer’s report.

F. When a state vehicle is involved, the driver of the other vehicle will be given the green State Claim form, and advised on how to submit a claim with the State.

G. Each driver will be given the Accident Report Insurance Form (See Chapter III 4.4.20) to fill out and the officer will assure there is an exchange of insurance information between the drivers.

H. A photograph of any damage to either vehicle or to property should be taken.

I. In the event that gasoline is spilled onto the road or parking lot, Grounds will be notified to wash down the area.

J. When it is necessary to tow a vehicle from the accident scene, the involved parties’ choice of tow trucks should be honored.

All accident investigations and reports shall be completed by the officer before completing the tour of duty during which the accident occurred. All follow-up shall be performed and reported on adequate forms as a supplement to the initial report.

The walk-in report may be used by clerical personnel when persons present themselves at the counter to make a "late report" of an accident wherein only minor damage occurred. Care should be taken to screen persons submitting this report to see if the report should merit a full investigation.

4.4.3 Records Responsibility

A copy of each accident investigated shall be kept by the Department.
4.4.4 Accidents - Private Property

Accidents involving a motor vehicle(s) upon private property, such as a parking lot, will be investigated upon the request from any of the parties involved. This investigation may be on-scene or off-scene. The investigating officer shall have the drivers involved complete an Accident Report Insurance Form (See Chapter III Section 4.4.20) and document the accident on the Accident Report Form (provided by officer).

Any private property accident that is a hit and run, involves alcohol or illegal substances, or is an injury accident, will be investigated by the Pocatello Police. Public Safety officers will stand by to direct traffic and may assist in other areas when requested by the city officer.

4.4.5 University Vehicles

Any accident involving a motor vehicle owned by any governmental entity shall be investigated and a written report made.

4.4.6 Failure to Notify Accidents

Accidents that result in a failure to notify will be investigated in the following manner:

A. Upon a public roadway
   The accident shall be reported to local law enforcement.

B. Upon private property
   The accident shall be documented on a case report or accident report. It will be the officer's responsibility to gather pertinent information and evidence and determine if the local law enforcement should be notified.

4.4.7 Hazardous Materials

Any accident involving a vehicle with hazardous materials shall be promptly investigated. The accident shall be documented on either a form approved by the State for accidents involving injury, death, or governmental vehicles, or on a case report form for private property damage.

In hazardous material accidents, the local fire department will be responsible for the emergency scene. University Technical Safety must be notified. No hazardous materials will be stored at Public Safety.

4.4.8 Hazardous Materials Accident Scene

Hazardous materials accident scenes are very dangerous. When investigating a hazardous materials accident, officers must exercise extreme caution. When hazardous materials are suspected the officer shall:

A. Request immediate assistance from the local fire department and University Department of Technical Safety.
B. Gather information as to the materials involved (see DOT Hazardous Materials Guide Book) from an upwind observation point, determine placard number if observable, and give with climate data to dispatcher (temperature, wind direction, wind speed).

C. Contain the area to prevent unauthorized entry.

Officers shall use discretion in entering an area where hazardous materials are present. The officer's primary responsibility in this case is not rescue, but rather containment of the affected area and keeping personnel from entering this potentially dangerous environment. Entry may incapacitate the officer or cause permanent injury or death.

4.4.9 Telephone Reports

Accident reports may be taken over the telephone for property damage accidents if both parties have left the scene. A case report shall be completed with as much detail as possible.

4.4.10 Walk-In Reports

If any one of the parties involved in an accident comes to the officer, and wishes to file a report, the officer will document the accident as accurately as possible on the appropriate form.

4.4.11 Officer's Response

Upon notification of an accident an officer shall respond to the scene when:

A. The accident involves death or injury.

B. The accident involves hazardous materials, spilled gasoline, diesel, or fire.

C. The vehicles involved are blocking or impeding the flow of traffic.

D. There is a disturbance or physical altercation as a result of the accident.

E. When requested by any party.

F. Property damage involving safety hazards such as downed power lines or poles.

G. The accident involves hit and run.

H. The accident involves impairment of an operator due to alcohol or drugs.

I. The accident involves damage to vehicles to the extent towing is required.

In less serious accidents response may be delayed due to call priority.

4.4.12 Officer's Responsibility - Investigation

The officer dispatched as the primary responder shall be responsible for the accident scene and shall be responsible for directing the investigation unless relieved by a higher ranking officer or local law enforcement.

The first officer at the scene should provide guidance to other officers by directing them to perform specific jobs in order to protect the accident scene or reroute traffic. Utilization of flares, reflective cones, barricades, emergency vehicles with activated emergency lighting, or the physical presence of an officer directing traffic may meet this need.
Vehicles should be removed from the roadway, as quickly as possible giving consideration to the preservation and collection of evidence.

Prior to taking investigative action officers shall determine whether there are injuries, summon medical assistance and administer first aid as necessary.

Officers will:

A. Gather statements from all parties involved including witnesses.
   1. Witness statements will be obtained as soon as possible following an accident from drivers, passengers, and witnesses, describing the sequence of events leading to and including the accident.
   2. Statements will be written on the Voluntary Statement Form (See Chapter I Section 6.1.6). Officers shall also accept a signed statement from an affected party on non-department forms.
   3. Verbal statements may be obtained and included in the accident report for all other accidents. Nothing in this policy will prohibit an officer from requesting written statements for any accident.

B. Examine and record damage of vehicles and property involved.

C. Document any unusual conditions.

D. Fully and accurately report the accident on the appropriate form(s).

4.4.13 Measurements

Accurate measurements shall be taken in cases of serious injury or death, or where there is extensive damage to property.

Measurements may be estimated for minor accidents.

4.4.14 Photographs

Photographs may be taken to assist in the investigation. Photographs shall be taken where:

A. Death or serious injury occurs.

B. Where there is extensive property damage.

C. When directed by a supervisor.

D. At the discretion of the officer.

All photographs of an investigation are to be clearly identified both in the report and next to the photograph on the printed exhibit sheet along with the officer’s initials. Vehicles are to be photographed so that the damaged portion along with the license plate is visible, together, in at least one photograph.
4.4.15  Evidence Collection

Officers shall make every effort to collect and preserve evidence on the scene that would determine the cause(s) of the accident. In order to recreate the accident, evidence such as debris, skid marks, paint transfer, and other items which may be of evidentiary value shall be preserved.

All physical evidence collected shall be entered into the Property/Evidence Division, with documentation on the appropriate Property and Evidence Form (See Chap. III Sect. 5.6.62) and in the basic case or accident report.

4.4.16  Technical Assistance

Accidents involving death, serious physical injury, or extensive property damage, shall require a specially trained accident investigator. An officer from the Department may be utilized, if qualified, or the Director or his designee, may request the assistance of another agency with such specially trained investigators. It shall be the on-duty supervisor’s responsibility to advise the Director for the need of outside technical assistance.

4.4.17  Accident Reconstruction

Accidents involving:

A. Death.

B. Serious, life threatening injury.

C. Or other accidents ordered by the Director.

An accident will be reconstructed by a certified and trained traffic accident reconstruction officer. If the Department does not have a qualified officer, the Director will request the assistance of a traffic investigator, trained and certified in accident reconstruction from the local police department.

4.4.18  Arrests or Other Enforcement Action

If during the course of an investigation of an accident an officer discovers a violation of Criminal law(s); Transportation laws; and probable cause exists to satisfy the elements of the violation enforcement action, the officer will contact Pocatello Police Department.

4.4.19  Personal Property of Victim(s)

The officer in charge of the investigation shall ensure that any property belonging to an accident victim(s) is protected from theft. This may be accomplished by the officer removing the property for safekeeping, or it may be released to a third party approved by the victim. Any property that is secured for safekeeping or released to a third party (other than immediate family) will be inventoried and properly documented in the report/addendum.
Accident Report Insurance Information

This report is to be filled out by the drivers of vehicles involved in accidents on ISU Campus. After it is completed, give it to the operator or owner of the other vehicle. This will give you the information needed for your insurance company.

<table>
<thead>
<tr>
<th>Your Vehicle</th>
<th>Driver’s Full Name (Last, First, Middle)</th>
<th>Address</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
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<td>Female</td>
<td>Driver’s License Number</td>
<td>State</td>
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<tr>
<td>Owner’s Full Name</td>
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<td>Address</td>
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<td>Year</td>
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<td>Body Type</td>
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Signature _________________________ Date _____________________

Address __________________________________________

AUTOMOBILE INSURANCE INFORMATION

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<th>Broker/Agent</th>
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Traffic Functions

4.5.1 Selective Traffic Enforcement

Priority for selective enforcement will be given factors that have been shown to create high incidence of accidents, based on an analysis of accident data.

Selective enforcement may be based upon one or a combination of the following factors:

A. Temporal factors such as time of day and day of the week.
B. Geographic factors.
C. Type of violation.

The designated traffic accident investigator or motor officer will be responsible for collecting accident data from sources inside and outside of the Department. An analysis of the data will be made in an attempt to identify areas of concern and used to develop a plan of action for selective enforcement to reduce the incidence of accidents and traffic violations causing the accidents.

Copies of the plan will be distributed to the Lieutenant assigned to oversee patrol and all patrol supervisors. The plan will be evaluated quarterly and revised as necessary.

Officers will be deployed to areas identified as having the greatest incidence of accidents and accident-causing violations with consideration given to available manpower and temporal and geographic factors reflected by accident information data.

Officers may also be deployed to areas for selective enforcement based on an analysis of traffic-related calls for service covering the past year and analysis of heavy violation areas based on types and number of traffic citations issued by officers.

Distribution and allocation of personnel will consider the following factors:

A. Seasonal variation of traffic volume.
B. Variations due to weather conditions.
C. Population shifts.
The primary purpose of assigning personnel to such areas will be to take enforcement action against accident-causing violations. Selective enforcement activity may include the use of radar as governed by current policy (See Chapter VII Section 1.5).

Selective enforcement activities may also be scheduled for violations occurring off the roadway. This assignment will be made by the supervisor to control human powered vehicles traffic in highly congested areas as identified through bicycle route monitoring and citation tally analysis.

4.5.2 Procedure

Officers working selective enforcement activities may work individually as assigned or by group. One officer may identify a violator while the other may make the traffic contact and issue the citation or written/verbal warning.

Officers should remain visible during such enforcement activities and avoid "hiding" behind signs, shrubbery, or other items.

If radar is utilized to determine speed, the violator, upon request, will be allowed to view the display.

All Public Safety officers are encouraged to utilize the radar and make traffic stops; however, for officers not certified on the radar, stops are a courtesy only to advise people of their speed.

Vehicles with certified speedometers may be used to verify a violator's speed.

4.5.3 Reports

Monthly activity reports will be submitted to the respective division Lieutenant when selective traffic enforcement functions are conducted. This report will include an analysis of any selective enforcement action taken during the month.

4.5.4 Radar Patrol

All Public Safety officers are encouraged to utilize the radar and make traffic stops. However, for officers not certified on the radar, stops are a courtesy only to advise people of their speed.

4.5.5 Training

All officers using the radar must be trained by a certified radar instructor. Recertification is required yearly.
Traffic Direction and Control

4.6.1 Purpose

Traffic direction and control are necessary to provide an uninhibited flow of pedestrian and motorist traffic under emergency or special conditions.

Officers will have the discretion to perform traffic control (point control) whenever they deem appropriate or when ordered to by a supervisor.

Point control may be initiated for:

A. Accidents
B. Stalled motorists
C. Fire or other emergencies
D. Reducing congestion
E. Special events
F. Training and practical exercises

Only trained officers will perform point control. This does not exclude students and other officers from staffing a barricaded street and providing directions. Non-trained personnel will not stand in the middle of an intersection or city roadway and actually direct traffic unless under the supervision or direction of a police officer.

4.6.2 Non-Certified Uniform

Non-certified employees stationed at a traffic point location will wear the Public Safety officer uniform and/or reflective vest.
4.6.3 Need for Traffic Direction

Point or traffic control is not done on a daily basis. Manual direction of traffic will be determined by the officer on the scene of an incident or at the direction of a supervisor. Manual direction is appropriate for accident scenes, special events, road improvements, traffic hazards, or for training. It will be the local law enforcement officer's discretion to manually override a traffic light.

4.6.4 Use of Traffic Vest

Officers directing traffic will wear reflective traffic vests whenever working traffic point control. Officers shall wear the reflective vest during darkness or low visibility.

4.6.5 Use of Whistle

Officers performing point control may use a whistle to alert motorist and pedestrian traffic.

Officers will signal "stop" with an extended single blast from the whistle.

Officers will give two short blasts to indicate "go."

4.6.6 Hand Signals

Hand signals should be used to direct motorists to conform to the officer's commands. Hand and arm signals shall be deliberate and simple.

Officers should extend one or both hands out in front to indicate "stop".

A single hand signal, with the palm or index finger extended and the arm coming up toward the officer will indicate "go".

Officers should verbally communicate with pedestrians to re-enforce the officer's directions.

A flashlight will be used to facilitate traffic control in hours of darkness or low visibility.

4.6.7 Traffic Overrides

Officers may use manual traffic overrides when they are directed or when they believe it to be necessary to assist in traffic flow after receiving permission from the local law enforcement.

No officer shall use the override system until receiving instruction from a law enforcement supervisor in the proper use of the device.

4.6.8 Temporary Traffic Control Devices

The Department does not routinely use traffic control devices. They may be used for special events such as athletic events, concerts, and parades.
Temporary traffic control devices will be established following discussion with City of Pocatello Traffic Engineers, and local law enforcement.

### 4.6.9 Construction Areas

Officers may be used to assist in the flow of traffic around a construction area. This may be initiated by the officer or at the order of a supervisor.

If there is a need for long term traffic control around a construction scene, the construction engineer for the University will contact the Department to arrange for off-duty officer coverage.

### 4.6.10 Annual Parking Survey

The Department is responsible for parking services at the University.

### 4.6.11 Special Events

Traffic direction for special events will be coordinated by a Captain in conjunction with Parking and local law enforcement.

Traffic pattern adjustment on city streets will be approved by the city police.

Parking at special events shall be controlled by Department special events staff.

### 4.6.12 Traffic Direction at Fire Scenes

Traffic direction and control at fire scenes will be determined by the on-duty shift supervisor, the fire captain/battalion chief, and the local law enforcement.

Officers will be positioned at specific traffic locations to facilitate traffic flow around the fire scene and to provide the fire department maximum accessibility to the fire scene. These specific locations will be determined by the on-duty supervisor upon arrival at the fire emergency.

### 4.6.13 Traffic Direction - Inclement Weather

Traffic direction and control can be initiated by the patrol supervisor or by officers whenever there are inclement weather conditions which adversely affect traffic flow on the University. If necessary, the shift supervisor may request, through the Facilities Services, barricades to prevent motor vehicle and pedestrian traffic from entering a specific area.

Officers should not unnecessarily endanger themselves during inclement weather traffic control.

Emergency lighting should be activated whenever an officer is directing traffic during inclement weather.
4.6.14 Working Relationships with Traffic Engineers

Traffic surveys may be requested by the Director to the University Traffic Engineers via the Vice President of Facilities Services for on-campus streets. The Director may request a traffic study on city streets through the City of Pocatello Traffic Engineers. The Department will work closely with construction engineers and the City whenever possible in determining community needs to improve traffic control on campus.

4.6.15 Law Enforcement Escort/Convoy

The Department shall not escort civilian vehicles in a medical emergency. Officers advised of a medical emergency will notify dispatch of the emergency and request that paramedics respond to the location.

The Department may provide dignitary escorts/convoys to safeguard the safety of the dignitary and expedite the convoy. Escorts will be handled with a marked vehicle in front of the convoy, and if necessary, the use of emergency lighting and siren. Unless an intersection has been specifically closed for the event, the convoy shall slow, and if necessary stop before entering an intersection against a traffic control device.

The local law enforcement must authorize escorts/convoys that involve use of emergency equipment on city streets.

Coordination with the other agencies involved will take place prior to the escort and the on-duty supervisor and communications section will be made aware of the escort/convoy.

Department vehicles may be used to escort hazardous material vehicles, wide load vehicles, or vehicles containing evidence. For these escorts two marked vehicles will be necessary. One vehicle shall be in the lead and the other following the last vehicle.

Tight escort/convoy will ensure maintenance of the group.

4.6.16 Vehicles Used for Roadblocks

Department vehicles may be used to block an intersection at scenes of emergencies. If at night or in low visibility, emergency lighting will be activated. City street intersections will not be blocked unless directed to do so by local law enforcement.

Department vehicles will not be used for roadblocks to prevent the escape of fleeing suspects.

Traffic check points may be established by order of the Director. In such situations the roadblock will be a fixed position. Designated lanes will be established by use of flares and traffic cones to direct vehicles into the appropriate lanes. Officers conducting roadblocks shall wear their reflective traffic vest.
4.7.1 Purpose

The purpose of this policy is to provide a step by step process for any maintenance projects which involve closing or blocking portions of city operated road ways through campus. Main streets through campus are not part of ISU property and any road closure or detours must be approved by, and meet the requirements of, the City of Pocatello Traffic Engineering Department. Prior to conducting any work on ISU property that might influence the traffic flow on the city streets, the following steps must be taken by the departments in charge of conducting the work.

4.7.2 Scope

This section will outline the requirements for each department requesting blockage or closure of a city street. It includes the responsibilities of not only the department conducting the work, but for the Department of Public Safety as well. Included in this section are the minimum requirements that must be met by the department conducting the traffic control for the blockage or closure of the specific city street. The Pocatello Traffic Engineering Office is located at 1040 So. First Street and the phone number is 234-6194. The Department of Public Safety is located at Bldg. 27, 625 E. Humbolt, phone number 282-2515.

4.7.3 Requirements for Campus Departments

Contact Public Safety with the date, time and location of the project. Pick up the needed signs and cones or barricades from the city traffic engineering office, Facilities Services or Public Safety or make arrangements to have the needed signs, cones or barricades delivered to the project site. Coordinate with Public Safety to make sure adequate personnel are assigned to traffic control positions.

At a minimum, the following requirements must be met for road closure:

- Make sure all individuals have an orange vest or shirt.
- There must be at least two signs indicating that there is a road closure/work ahead.
- These signs must alert drivers coming in both directions on the roadway.
- Any other requirements that are required by the City Traffic Engineer depending on the exact location and road closure requirements.
- Make arrangements with Public Safety if officers are needed to assist with traffic control. If off-duty officers have to be brought in, there may be a charge for additional officers.
- All arrangements should be made by the department at least 1 week (7-10 days) before the work is scheduled to begin. This should provide time for all proper traffic control plans to be in place and for all proper notifications to be made.
Signs can either be purchased by the individual departments conducting the work, or arrangements can be made with the City Traffic Engineering Department, Facilities Services or Public Safety to rent or obtain the needed equipment.

4.7.4 Requirements for Public Safety

Contact the City Traffic Engineering Office to make arrangements for the road to be closed.

Develop a traffic control plan with the City Traffic Engineers that meets the requirements set by their department.

Contact the Pocatello Police Department and advise them of the road closure.

Coordinate with the requesting department to ensure that they have the proper equipment and staff for the project. Public Safety will assist in coordinating the equipment and manpower.

Have the on-duty officer assist the department to ensure that all policies and safety procedures are being followed.

The on-duty Public Safety officer may not be able to be solely responsible for traffic control. Therefore, the requesting department may need to provide additional traffic assistance.

Provide training to requesting department staff.

See the Campus Barricades Policy (Chapter III, Section 4.8) for ISU parking lot closures or ISU road closures.
4.8.1 Purpose

The purpose of this policy is to provide a step by step process for the use of campus barricades that may be required by any maintenance projects, special events or hazards on the ISU campus. The Grounds wooden barricades will be used for closing or blocking off portions of the parking lots, road ways or grounds areas as needed.

4.8.2 Scope

This procedure will direct the actions required by campus departments and others to secure the closure of sections of University roadways, parking lots or University property and the actions required by Grounds and Public Safety.

4.8.3 Requirements for Campus Departments

Notification will be made to Public Safety and Grounds of the date, time and location of the area(s) to be secured. Notification should be timely. Do not wait until the last minute. If the notification is not timely, the requestor may be required to assist in the set up. Grounds and Public Safety will coordinate special assignments and related activities for the event.

The ISU Grounds department will be responsible for securing and housing 8-12 wooden barricades. These barricades will be used for the purpose of blocking parking lots, road ways or grounds areas when necessary for maintenance projects, special events or hazards.

The Grounds department will be responsible for dropping off the barricades at the necessary locations. If the barricades are requested while the Grounds employees are available, the Grounds department will be responsible for setting up and taking down the barricades.

If the barricades are requested at a time when the Grounds employees are not going to be available, the barricades will be dropped off at the requested location by Grounds for Public Safety or the requesting department/entity to place in the proper location and configuration.

Anytime barricades are required, the Grounds department should be notified in order to schedule a time and place for the delivery of barricades. In the event there is short notice and the barricades are needed immediately, Public Safety will coordinate with the requesting department/entity to retrieve the barricades and set them up as needed.

When the barricades are no longer needed for the project, the Grounds department will be responsible for picking them up and transporting them back to the Grounds facility. If there are no Grounds employees available when the project is completed, the Public Safety department will take down the barricades and set them off the side of the roadway until Grounds can pick them up on their next work shift.
Solicitors on Campus

4.9.1 Solicitors

According to the University Legal Counsel, solicitors cannot be prohibited from public places on campus. However, they are not allowed in the posted resident housing. If they are located there, they are to be arrested by Pocatello Police for trespassing. Solicitors are also not allowed in offices in the buildings on campus. They can be in public areas of campus.

If solicitors are found annoying people or if someone complains about their actions, Pocatello Police are to be notified to sign a complaint.

If solicitors are found in buildings soliciting sales and disrupting our normal business, issue them an ISU Trespass Notice. The exception to this would be the Student Union Building, unless they are disturbing the peace in the Student Union Building and a complainant is willing to sign a complaint. If this is the case, detain the subject(s) and contact Pocatello Police.

When solicitors are found on campus, officers should obtain the subject(s) name, social security number, date of birth, and other pertinent information. Officers should also determine where the solicitors are staying, who they work for, and their supervisor. Officers should also ask to see the sales receipt book for the names of students who have purchased from the solicitors. The students listed should be contacted to determine if they were pressured or deceived into purchasing.

If solicitors have left housing complexes, the solicitors are to be located and issued an ISU Trespass Notice, be banned from campus, or be cited by Pocatello Police as appropriate.

4.9.2 Flyers on Vehicles

No agency or person may place flyers/advertisements on vehicles parked on campus property without first gaining permission from the Director of the Facilities Services.

If flyers are found on vehicles, an attempt to contact the persons passing them out will be made. The Public Safety Officer will inquire their name and if they have received permission to hand them out. If so, a check will be done through Communications and Facility Services to confirm that permission. If permission was granted, they may continue placing the flyers on the vehicles.

If permission was not granted, the solicitors will be asked to discontinue placing the flyers and leave campus property. If they do not comply, they may be cited for trespassing as above.
Preliminary Investigation by an Officer

5.1.1 Investigations

Public Safety officers shall be responsible for all investigations not involving the city police on the ISU campus, and/or assisting city police in any way requested once the police have taken over the investigation. The Director of Public Safety and the Pocatello Police have agreed upon PPD officers being called in for the following types of investigations:

A. Anytime it is requested by the victim
B. Any felony
C. Theft where there is a suspect or serial number and/or exceeds $400.00
D. Lost or stolen credit, ATM, or bank cards or checkbooks
E. Possible weapons involved
F. Indecent exposure
G. Obscene phone calls
H. Hit and run
I. Vehicle accidents on city streets
J. Vehicle accidents with personal injury
K. No proof of insurance
L. Suspended/Expired driver’s license
M. Misdemeanor crimes involving violence
N. Serious traffic violations (i.e., DUI, hit and run, etc.)
O. Any time bomb threat information or threat information is received
P. Domestic Violence
Q. Narcotics (Drug) Violations (See Chapter III Section 5.6.22-23)
R. Alcohol (See Chapter III Section 2.7 and Chapter III Section 5.6.27)
S. Missing Persons

When conducting investigations, officers shall respect the civil rights of all persons involved and conduct the investigation in a professional manner. Officers shall use every legal means available to conduct investigations, including:
A. Collection and processing of physical evidence
B. Fingerprinting
C. Interviewing of witnesses
D. Interviewing of suspects
E. Observation/Photographs/Video recording
F. Other legal means lending to the solution of a crime

Individuals will be referred to the Pocatello Police on-line report system for the situations below. The reports are reviewed by Pocatello Police and if there is something to follow up it is assigned to a PPD officer to contact the individual. A report number will be emailed to the individual after the report is review.

- Gas Drive Offs
- Lost Property
- Private Property Accidents
- Misdemeanor Thefts and Vandalisms when there are no suspects or leads
- Harassing phone calls unless they are threatening or border on stalking

### 5.1.2 Notification of Supervisors

It is the policy of the ISU Department of Public Safety to notify the Director of all serious situations, which include, but are not limited to:

A. Any arrest/citation
B. Any felony
C. Deaths
D. Death Threats
E. Bomb Threats
F. Missing Persons
G. Fire Alarms and Fire Watches or when A Fire Alarm Panel is non-operational
H. Sex Offenses
I. Suicide
J. Suicide Threats
K. Building Evacuation
L. Battery
M. Bans/Trespassing
N. Alcohol and/or Drug Violations
O. Welfare Checks

In the case of assaults and/or batteries, the following guidelines are to be enforced:

**Assault:**
If an assault has occurred, the officer must contact the Director, Management Assistant, Security supervisor, or shift supervisor. The officer will advise the supervisor of the situation, and the supervisor will make the determination of whether the case will be handled internally or referred to the Pocatello Police Department.
The victim’s wishes are an important consideration. If the victim wants the Pocatello Police notified, do so immediately. The officer must provide the victim with a crime prevention packet and contact an advocate from the Family Services Alliance. This is to be indicated in the Crime Prevention section of the officer’s report.

**Battery:**
If a battery has occurred and there is no injury or slight injury, the officer must contact the Pocatello Police. If the victim does not want the Pocatello Police notified, advise the Pocatello Police of this and allow them the discretion of their response. The Director and Management Assistant or Crime Prevention supervisor must be notified of the incident and informed of the Pocatello Police response. Any victim with slight injury must be offered an ambulance or an escort for medical attention. Paramedics will not be dispatched if refused by the victim. The officer must provide the victim with a crime prevention packet and contact an advocate from the Family Services Alliance. This is to be indicated in the Crime Prevention section of the officer’s report.

If a battery has occurred and there is a serious injury, or if a serious injury may develop from the battery, the officer must notify the Director and the Administrative Assistant or Crime Prevention supervisor of the incident, as well as the Pocatello Police and paramedics. The officer must provide the victim with a crime prevention packet and contact an advocate from the Family Services Alliance. This is to be indicated in the Crime Prevention section of the officer’s report.

In both cases above, the Public Safety Officer will complete a Danger Assessment Form (can be found on the Public Safety Z (Share) Drive. If there are 10 more “yes” answers on the assessment, they victim is to be considered in severe danger of physical harm or possible death.

### 5.1.3 Notification of Idaho State Police

At the request of the Director, Kevin Johnson of the Idaho State Police is to be notified of any serious crimes committed on campus. Serious crimes are to include felonies and any cases that are likely to receive media attention. Misdemeanors are not reportable.

### 5.1.4 Suspected Crimes

Officers shall be dispatched to calls believed to be criminal in nature. If an officer determines that the incident is not of a criminal nature, and other priority calls are pending, the call may be reassigned for the completion of the appropriate paperwork. Officers shall complete the necessary paperwork in all cases.

### 5.1.5 Non-Criminal Calls

Calls that are clearly non-criminal in nature will be initially assigned to the on-duty officers, such as lost/found property, key services, public assists, and fire alarms.
5.1.6 Discovery of Criminal Offense

If during the investigation of a suspected non-criminal incident, it is determined that the incident is criminal in nature, and the investigation is being conducted by a non-police officer, the employee investigating the incident shall inform Communications and request that a police officer respond to conduct the investigation.

Proper preliminary investigation of an incident is vital to the successful conclusion of an investigation. The responsibility for preliminary investigation rests with the patrol officer initially assigned the call, unless otherwise directed by a supervisor or a detective at the scene.

5.1.7 Officer's Responsibility

Responding officers at the scene will:

A. Provide emergency care and first aid to victims.
B. Observe all conditions of the event(s).
C. Maintain the integrity of the crime scene - protect evidence.
D. Identify and locate all possible witnesses or suspects.
E. Notification of supervisor as required or necessary.
F. Direction and coordination of the incident and ensuring that all forms and reports are completed.
G. Accurate documentation of the incident and ensuring that all forms and reports are completed.
H. If probable cause exists, then PPD will be notified.
Investigations

5.2.1 Purpose

The Investigations section, also known as Detectives, is responsible for follow-up of criminal cases, special investigations, and for incidents involving long-term follow-up.

5.2.2 Supervision

A Lieutenant shall oversee the Investigations unit and shall be responsible for the administrative functioning of the section.

5.2.3 Sergeant

The Sergeant assigned to Detectives is responsible for the daily activity of the unit, the assignment of personnel in accordance with established University guidelines, and for the review and when appropriate, assignment of cases for investigative follow-up. Additional duties may be included as necessary.

5.2.4 Corporal (Officer, Senior)

The Corporal(s) assigned to Investigations is/are responsible for assuming some of the duties of the Sergeant in the Sergeant's absence and/or as assigned.

Positions within Investigations are of the same pay grade and rank title as all other positions within the Department. Certified officers assigned to the unit may be referred to as either "Detective" or by their appropriate rank.
5.2.5 Supervision

The Detective section shall have a Sergeant assigned. The Sergeant is responsible for the daily operation of the section and shall report to a specified Lieutenant.

Other officers may be assigned on a temporary or permanent basis as determined by the Director.

5.2.6 Investigations Responsibilities

A. Follow-up reported crimes
B. Interview affected parties
C. Secure evidence
D. Process evidence
E. Coordinate follow-up of other police personnel
F. Liaison with the court prosecutors and other law enforcement agencies

5.2.7 Uniform

An assignment to Investigation is normally a plain clothes assignment. Detectives are required to maintain a serviceable uniform at all times. Detectives may be called upon for temporary uniform assignments, and must be able to conform to the uniform regulations. Detectives will dress in business attire and will maintain the same grooming standards as all other officers.

5.2.8 Case Assignment

The Sergeant assigned to Detectives or the Lieutenant will assign specialized cases to officers who have the expertise or skill in the type of crime or incident being investigated.

5.2.9 Specialized Cases

Specialized cases that can normally be investigated in-house are (list not inclusive):

A. Misdemeanor cases that do not have a suspect
B. Violations of student code of conduct
C. Violations of University policy
D. Communicable Diseases (See Chapter III Section 5.7)
5.2.10  Case Management

On a daily basis, with the exception of holidays and weekends, the Sergeant/Lieutenant will review all criminal reports to determine which cases are to be assigned for follow-up investigation.

5.2.11  Case Follow-up

Each case assigned for follow-up investigation will be entered onto a case assignment card. Case cards will contain:

A. Case number
B. Type of incident
C. Date of occurrence/reported
D. Victim(s) names(s)
E. Suspect(s) name(s) and/or suspect information
F. Location of the incident
G. Date assigned
H. Officer assigned
I. Suspense date

Cases that are found to have follow-up value either by the Solvability Ratio Index (SRI Model), or an incident that is of special interest, or has a high dollar value, (in excess of $5000.00) will be assigned for follow-up purposes.

5.2.12  Case Responsibility

Each assigned officer will be responsible for the maintenance of their respective cases and will assure that their cases are accessible to other Detectives or administrators within the Department for review.

Officers assigned to a case for follow-up will be considered the case coordinator. The case coordinator is responsible for the proper investigation of the incident. More than one officer may be assigned to assist in the investigation of a case.

 Officers may use photocopies as their working files. Personal notes regarding the case may be maintained by the officer and will be purged from the file when the case has been closed, and are no longer necessary.
Officers may possess an ongoing original supplemental report, in their active case file, for not more than 14 days.

5.2.13 Follow-up Investigation

Follow-up on certain crimes is vital to the successful identification of suspects, recovery of property, and identification of witnesses or investigate leads to ensure that the case has been brought to a logical conclusion.

5.2.14 Responsibilities of Follow-up Officers

Detectives or officers who are assigned to a case investigation will, as a minimum, complete the following steps as a check list in resolving cases:

A. Review previous reports pertaining to the case or other cases having similar methods of operation (MO).
B. Conduct interviews with witnesses, suspects, or officers involved and review investigative leads.
C. Perform background or criminal history checks as appropriate.
D. Submit evidence to the state forensics examiner. Confer with County Attorney's/City Attorney's Office and city police for advice on cases.
E. Collect physical evidence at the scene of an incident, or as it becomes crucial to the investigation. Package and properly mark evidence.
F. Complete photo line-up with victim(s) and witness(es) when required.
G. Review entire case with supervisor.
H. Disseminate case information to other criminal justice agencies, when appropriate, and when of interest to the agencies.
I. Assist in prosecution of cases.

5.2.15 Case Review

Any case remaining open and active for a period of 30 days or longer shall be reviewed with the officer/detective assigned and the Sergeant or appropriate Lieutenant. A determination will be made by that supervisor whether or not to continue with the investigation or close the case following the review.
Officers are responsible for the completion of the follow-up investigation by the assigned due date. If an extension is necessary, the officer will request the extension in a memorandum, addressed to the appropriate supervisor stating the reason(s) for the request as well as an anticipated length of extension. The supervisor will be responsible for approving the request.

5.2.16 Case Report Clearance

Cases will be cleared by one of the following closures:

A. Cleared by Arrest:
Either “adult” or “juvenile” when the suspect has been arrested for the offense associated with that particular case report.

B. Cleared Exceptional:
If the following questions can all be answered "yes,” the case may be cleared exceptional:

1. Has the investigation definitely established the identity of the offender?
2. Is there enough information to support an arrest charge and turning the case over to the court for prosecution?
3. Is the exact location of the offender known so that the subject could be taken into custody now?
4. Is there some reason outside law enforcement control that precludes arresting, charging, and prosecuting the offender:
   a. When the victim chooses or is unwilling to proceed with prosecution of the case and the first three questions have been answered "yes?”
   b. When the suspect cannot be prosecuted due to death or serious illness?
   c. When the case is determined to be false in nature?

The above list is not all encompassing; refer to the Uniform Crime Reporting Handbook for additional information.

C. Inactive - Cases will be inactivated when there are no further leads, identity of the suspect cannot be determined, does not meet the SRI model, or when the case has been suspended by a supervisor. A case that has been inactivated may be reopened if additional leads or information are developed.

D. Unfounded - When a case or incident was reported and upon investigation it is determined that the crime or incident did not occur.
5.2.17 **Background Investigations**

Background investigations will be conducted in accordance with the policy concerning background investigations.

5.2.18 **Preliminary Investigation**

All patrol officers are responsible for the preliminary investigation of crime or incidents occurring within the assigned geographical area, unless otherwise directed by a supervisor.

The on-duty shift supervisor will evaluate the crime or incident and notify the appropriate division Lieutenant when there is, in the opinion of the shift supervisor, a need for a Detective (See Detective Call-Out).

5.2.19 **Accident Investigation (Personal Injury)**

A. All personal injury accidents occurring on campus property will be investigated by Public Safety.

B. A report of a serious accident resulting in loss of sight, hearing, limb, or life, will be immediately reported to the Director of Public Safety who will supervise the investigation.

C. The first concern of the responding officer to a personal injury accident is to ascertain what medical treatment may be needed.

D. In the event that treatment is needed it shall be obtained at the earliest opportunity from the most appropriate medical facility.

E. When appropriate medical treatment has been rendered, the officer will obtain the following:

   1. The status of the injured person, i.e., student, employee, guest of campus.

   2. Personal information of the injured, i.e., name, address, phone number, Bengal Card number if student or employee, social security number if guest or visitor on campus, date of birth.

      a. The location where the person was injured.

      b. What the person was doing when they were injured.

      c. A list of all injuries sustained and how each occurred.

      d. Information on and statements from person(s) witnessing the incident.
e. If the injury was work related:

1. Was a supervisor present?
2. Was safety equipment required?
3. Was safety equipment provided?
4. Was safety equipment being used?
5. Had the injured party been trained in the job that was being performed and/or to use the equipment being used?

F. The officer will check the area where the injury took place to make sure there are no immediate hazards that need to be taken care of to prevent further injuries. Example: The injury was caused from tripping over a broken curb or sidewalk. Does a barricade need to be placed over the broken area until it can be repaired? Can the hazard be removed?

G. The officer will conduct a safety survey of the area, or a job task analysis, and include in his report what safety precautions may be taken to prevent this accident from reoccurring.

H. All personal injury investigations and reports shall be completed by the officer before completing the watch or tour of duty during which the injury was reported. All follow-up shall be performed and reported on adequate forms as a supplement to the initial report.

5.2.20 Procedure for Investigating Stolen/Lost Computers/Laptops

If you receive a report of a stolen/lost computer/laptop, obtain the following information from the victim:

1. Name and ISU ID #.
2. Local Address.
3. Phone Number.
4. ISU username - With this information ISU’s Information Technology Security can check how many MAC addresses are linked to this person and hopefully one of them will be the stolen computer/laptop and it can be tracked if it is used on campus.
5. Ask the victim if they obtained a Wi-Fi account from ISU. If they did, this information will be in the ITS database.
6. MAC Address of the victim’s lost/stolen computer/laptop - Without the MAC address, their chances of getting the computer or laptop back are slim.
7. Serial Number of computer/laptop, if available - Does the victim have a receipt or warranty card? They should look for anything that might have the serial number on it.
8. Investigate as usual and send an email to Eric Mickelson (mickeric@isu.edu), Information Technology Security Engineer (ext. 5544) similar to the example below:
Laptop Reported Stolen — Our LI #11-U02658

Eric: We have an open theft case of a Dell laptop, no known serial number (he bought it in Saudi Arabia). The person’s user name, from the ISU Directory, is as follows:
Aldakhil, Abdulrahman D
Junior, Civil Engineering
Local Phone: (801) 673-6469  E-Mail Address: aldaabu@isu.edu

5.2.21 Re-contacting Victims and Witnesses

An officer assigned to a case for follow-up will re-contact the principals in the case (victim(s), witness(es)), within three working days, to see if any other information about the incident can be obtained. Officers will seek clarification of any information contained in the case report as well as to check on the victim(s) or witness(es) wellbeing.

All re-contacts will be documented in an addendum report.

5.2.22 Temporary Assignment to Investigations

Officers may be assigned to Detectives for a temporary period of time.

Temporary assignments to Detectives will take place when there is a need for personnel or as personnel allocation permits from other units/division of the Department.
Follow-up Investigations

The procedures used in a criminal investigation will vary, as each incident creates its own special requirements. All investigations require the development and use of information. The manner in which this information evolves is normally the result of interviews, interrogations, and the collection, preservation, and use of physical evidence.

Further evolution of information is accomplished through the use of follow-up investigations. As related to follow-up investigations, certain steps must be taken in order to insure the successful conclusion of the case and any prosecution of suspects.

The first officer dispatched to an incident is the assigned case officer. As such, he/she is responsible for the interviews, inventories, and all case follow-ups until relieved of the assignment.

5.3.1 Initial Responsibilities

Follow-up investigation may be conducted by an assigned investigator or other officer as determined by the Director or Captain assigned to Investigations. The initial responsibility of the follow-up officer will be to review the original report and draw out the information that can be followed up on. The report will include the following:

A. Location of occurrence.
B. Time of occurrence.
C. Identity of any victim(s).
D. Type of crime and what happened.

Other information that may be available could include but is not restricted to:

A. Review of laboratory examinations and results.
B. Other Departmental records identified in the original case.
C. Additional information from witness(es), informants, investigative leads, uniform officers, or other persons with knowledge of the incident.

D. Criminal history of identified suspects.

5.3.2 Interviews and Interrogations

To further develop information, follow-up officers may conduct additional interviews of witnesses or initial interviews of recently identified witnesses. Officers should contact people to be interviewed, and review the case to gain any additional insight to its occurrence.

When the follow-up officer develops new suspect information, arrangements should be made for interrogation/interviews by the local police.

The follow-up officer may also develop new information that presents a need to interrogate once again an already identified suspect(s). The officer should contact the local police with such information.

5.3.3 Physical Evidence

The information developed from evidence will greatly depend on several factors that govern its use during an investigation. Follow-up officers should, upon development of new information, collect, preserve, and use physical evidence.

The following should be considered in this process:

A. The legality of its seizure.

B. The manner in which it is collected and preserved.

C. The chain of custody.

D. Its analysis (what it proves and disproves).

5.3.4 Suspects

During follow-up investigation it is often found that suspects are identified as being involved in other crimes. In order to eliminate any confusion, the appropriate agency of jurisdiction shall be contacted to insure mutual cooperation among the agencies involved, and the timely exchange of information.
5.3.5 Court Preparation

Upon completion of investigation and suspect arrest, it will become necessary for the assigned officer to prepare their case for court presentation. This may be coordinated with the prosecuting attorney's or city attorney's office. The officer will organize and present the case in written form including all documentation generated during the investigation and final outcome in the areas of arrests or property recovery.

The investigating officer may assist in the prosecution of the case at the request of the prosecuting attorney in areas such as additional follow-up to include interviews and interrogations or any other matter as required by the attorney and approved by a supervisor.

5.3.6 Information Dissemination

Any information disseminated concerning any case under investigation or investigation concluded will be coordinated through the Public Information Officer.
Criminal Investigations Checklist

5.4.1  Purpose

The criminal investigations checklist contains questions which should be addressed when conducting criminal investigations, as well as specific questions relating to different offenses.

The checklist is not intended to be all-inclusive, but to serve as a guideline in conducting investigations, in preparing reports related to those investigations, and in the supervisory review of such reports.

Public Safety officers arriving at a crime scene shall secure the area to prevent the destruction of any evidence.

Any persons at the crime scene shall be identified, and the officer shall determine the person's relationship to the crime scene.

Officers shall notify the field supervisor, who will notify the Director of Public Safety immediately if the crime committed involves violence, sexual assault, extensive damage to University property, serious injury, or death. In the absence of a field supervisor, the officer will notify the Director as soon as possible.

If the crime scene involves a large area or crowd, the officer shall notify the field supervisor of the need for additional assistance.

The first responding officer is assigned to control the crime scene, and shall control access to any person requesting entry, when entry of that person could damage or destroy any evidence not yet processed.

On arrival of city officers, the investigation will be turned over to the city officer and the Public Safety officer shall assist as directed.

Officers shall take photographs of crime scenes involving damage to University property, extensive damage to personal property, burglaries, crimes of violence, and any other crime in which photographs might aid in the investigation of the crime. All photographs of an investigation are to be clearly identified both in the report and next to the photograph on the printed exhibit sheet along with the officer’s initials.
Officers shall attempt to obtain latent fingerprints when possible. Latent fingerprints which are collected shall be processed and impounded as evidence.

All evidence collected at the crime scene shall be marked and packaged in a container appropriate for the preservation of evidence. The package will be immediately impounded.

5.4.2 General Investigative Questions

A. Who is involved?
   1. Who is the victim(s)?
   2. Who is the suspect?
   3. Who is the witness?
   4. Who reported the case?

B. What happened?
   1. What took place?
   2. What offense was committed?
   3. What are the elements of the offense?
   4. What was the object of the attack?

C. When did it happen?
   1. When in time did the occurrence take place?
      a. At what hour(s)?
      b. On what day?
      c. In what month?
      d. In what year?
   2. Was it day or night?
   3. Was it clear or cloudy?
   4. Was it foggy, misting, raining, smoggy, snowing, hailing, sleetng, etc.
D. Where did it happen?

1. Where did the offense occur?
2. Where was the object of the offense?
3. Where is the object of the offense now?
4. Where was the object of the offense found?
5. Where was the perpetrator of the offense?
6. Where is the suspect now?
7. Where was the suspect when apprehended?
8. Over what area did the offense extend?
9. Where were the witnesses in relation to the crime scene?
10. Where are the witnesses now?

E. How did it happen?

1. How was the offense committed?
   a. What preparation was made to commit the offense?
   b. What was done to avoid detection?
2. How was the property or person attacked?
   a. What method was used to induce the victim to give up his/her property?
   b. What means were used to overcome resistance of the victim?
   c. What means or instruments were used in the preparation of the attack?
3. How did the offender act?
   a. What did the perpetrator do in response to the actions of the victim?
4. How did the victim act?
   a. What did the victim do in response to the actions of the perpetrator?
5. How did the situation assist in the commission of the offense?

6. How did the offender enter the crime scene?

7. How did the offender leave the crime scene?

### 5.4.3 Crimes Against Persons

Robbery, assault, homicide, kidnaping, abduction, sex offenses, extortion.

The first Public Safety officer at the scene of a suspected sexual assault shall attempt to ascertain if a sexual assault has, in fact, occurred. If the officer determines that a sexual assault has occurred, the officer shall notify the city police that a sexual assault has taken place. An advocate from Family Services Alliance shall also be notified.

The officer shall obtain as much information from the victim and any witnesses as possible including:

A. The suspect’s name, if known, or description.

B. Weapons used, if any.

C. Suspect’s direction and mode of travel.

The officer shall ascertain if the victim needs medical attention. If emergency treatment is necessary, the officer shall request paramedics. If required, the officer shall have the victim transported by ambulance to the nearest medical facility.

The Public Safety Officer will complete a Danger Assessment Form (can be found on the Public Safety Z (Share) Drive. If there are 10 more “yes” answers on the assessment, they victim is to be considered in severe danger of physical harm or possible death.

The officer shall secure the crime scene and wait for the arrival of the city police.

As soon as possible, the officer shall notify the Director of Public Safety that a sexual assault has taken place and any other information that has been obtained.

A. How did the perpetrator approach the victim?
   1. What device, trick, ruse, method, did the perpetrator use to gain access to the victim?

B. What did the perpetrator say?
   1. What exact expressions were used?

C. What in detail did the perpetrator do?
   1. How did he/she act?
D. What means of force did he/she use?
   ____gun   ____knife   ____bodily force
   ____club   ____intoxication   ____seduction
   ____promise   ____blackmail   ____poison
   ____scissors   ____razor   ____chemical
   ____missile   ____badge   ____request
   ____other:________________________________________

E. What preceded the offense?
   ____quarrel   ____attack   ____accusation
   ____self-defense   ____breaking and entering
   ____robbery   ____burglary
   ____impersonation:____________
   ____other:________________________________________

F. What was the victim doing immediately preceding and at the time of the offense?
   ____opening or closing premises   ____going to the bank (Bursar)
   ____walking   ____riding in vehicle
   ____at residence   ____preparing to leave residence
   ____arriving at residence   ____parking automobile
   ____other:________________________________________

G. Were there accomplices?
   1. Complete personal descriptions.
   2. What did the accomplices do?
   3. How did they participate in the crime?
   4. What was said?
   5. How many were there?
   6. Did they arrive with the perpetrator?
   7. Did they leave with the perpetrator?

H. How did the perpetrator arrive and depart?
   ____on foot   ____taxi   ____automobile
   ____bicycle
   ____other:________________________________________

I. What other facts surrounding the occurrence could be used to identify the perpetrator and accomplices?
5.4.4 Crimes Against Property

Burglary, theft, fraud, checks cases, arson, embezzlement:

A. Burglary

1. Precisely what type of premise was entered?

2. Where was the point of entry?

3. Where was the point of departure?

4. What instruments were used to gain entry?

5. What was done by the investigator to preserve evidence of entry and exit?

6. What acts were committed by the perpetrator at the scene?

   ___ eating  ___ drinking  ___ defecation/urination
   ___ criminal damage  ___ smoking  ___ use of matches
   ___ disturbance of materials
   ___ other: __________________________

7. Where were the occupants of the premises?

8. Exact location.

9. How did the perpetrator arrive and depart?

10. Any facts or acts that can be used to identify the perpetrator?

B. Larceny

1. From what place was the property stolen?

   ___ auto  ___ basement  ___ closet
   ___ counter  ___ display stand  ___ kitchen
   ___ locker  ___ lobby  ___ mailbox
   ___ meter  ___ porch: front/back
   ___ room - specific type  ___ showcase
   ___ store  ___ telephone box  ___ rest room
   ___ toolbox  ___ trunk  ___ vehicle
   ___ window  ___ yard
   ___ other: __________________________

2. Were there occupants on the premises?
3. Where were they?

4. What means were used to take the property?

   ___ carry away   ___ shoplifting   ___ trick and devise
   ___ bodily force
   ___ other: ________________________________

C. Worthless Checks

1. How were the checks written or otherwise prepared?

   ___ pen   ___ pencil   ___ typewriter
   ___ check writer   ___ raised   ___ rubber stamp
   ___ amount

2. What type of paper was used?

   ___ printed check form   ___ printed pay check
   ___ counter check   ___ money order   ___ personal check form

3. How were the checks returned?

   ___ not sufficient funds (NSF)   ___ improper endorsement
   ___ no such account   ___ forged   ___ fictitious

4. What purpose was to be served by the check?

   ___ cash, money   ___ jewelry   ___ clothing
   ___ merchandise, type: ________________   ___ vehicle
   ___ other: ________________________________

5. What claim was made by passer to establish authenticity of check?

   ___ making purchase as customer   ___ impersonation
   ___ exhibits checkbook, bank deposit book, driver's license, etc.
   ___ references to well-known person or persons
   ___ pretends to live in area   ___ used bogus letter of credit
   ___ other: ________________________________

6. Was victim able to note description of check passer?

7. What caused particular notice?

8. What did passer say when presenting check to victim?
9. What time of day was check passed?

10. How did the check passer arrive and depart?

11. Other pertinent factors?

D. Embezzlement

1. What was the subject of the embezzlement?

2. What was the value of the property?

3. Who had ownership?

4. Who had possession at the time of the conversation?

5. Under what circumstances was the property received or held?

6. How was the loss discovered?

7. Where was the property recovered?

8. Who had possession at the time of recovery?
   (Questions under worthless checks, thefts, larceny may be applicable to embezzlement)

E. Arson

1. How was the fire reported?
   ____telephone ____pull station
   ____other:_______________________________________

2. Who reported the fire?

   Name, address, telephone number, occupation, description, circumstances causing person
to note fire.

3. When was the fire discovered?

   Exact time or inclusive period if time not determinable

4. Who discovered the fire?
   a. Name, address, telephone number, occupation, description, etc.
   b. Under what circumstances was the fire discovered?
c. Where was the person who discovered the fire?

d. How did he/she happen to be there?

5. What type of structure or property was set on fire?
   ___number of stories
   ___approximate dimensions and number of rooms.

6. Construction of building:
   ___brick  ___frame  ___iron
   ___factory  ___warehouse  ___garage
   ___stucco  ___fireproof
   ___other:_______________________________________
   ___residence hall  ___Greek affiliation  ___academic building
   ___other:_______________________________________

7. Was the building vacant?

   Length of time vacant:


9. Name and address of last inhabitant.

10. Was the building inhabited?

11. Were person(s) in the structure at the time of the fire?

12. Who occupies the building now?

   a. What type of business

   b. Names, address, telephone numbers, description of owner(s)

   c. How long has this department/business been at this location?

13. Names, telephone numbers, etc. of all building occupants (if practical)

14. Who owns building?

   Name, address, age, telephone number, description, when building acquired.

15. How was the fire started?

   a. What materials, accelerates and devices were used?
b. What was the value if the property was destroyed?

c. What were the findings of the arson investigator?

d. What evidence, traces on clothing of suspect or clue materials at the scene, associated the suspect with the scene?

16. What actions of the suspect offered evidence of criminal intent?
   ____removal of valuable items  ____substitutions
   ____ill-feeling, animosity, hostility, hatred toward owner or occupants
   ____unfriendly relations between suspect and occupants
   ____absence of any effort to extinguish fire or turn in alarm.
Investigator Call-Out Duties and Equipment

5.5.1 Investigator's Response

If an investigator is called to respond to the scene of an incident, the scene shall remain secured by the patrol officer until the investigator arrives, unless otherwise directed by a supervisor or investigator. Upon arrival, the investigator assumes the responsibility for the crime scene and the investigation unless relieved by a higher authority.

5.5.2 Call Out of Investigators

The Lieutenant assigned to manage the investigation unit, or in his/her absence the Sergeant, shall be notified of the following incidents:

A. All shootings.
B. Any incident that involves critical injuries or death.
C. An incident that is likely to be of international interest or may have far reaching repercussions for the University or Department.
D. Burglaries involving extensive evidence, or where an immediate follow-up is required and the patrol unit does not have the capability to conduct the follow-up.
E. Any burglary or theft in excess of $5000.00.
F. Armed robberies.
G. Bombings and explosions.
H. Arson where there is extensive evidence or extensive damage.
I. All reports of sexual assaults or child molestations.

J. Aggravated assaults with serious injuries.

K. Serious gang related activities.

The Investigator will respond to any of the following: A, B, D, E, F, G, H, I and as directed by a higher authority. Notification to PPD will be implemented as soon the incident is determined to include A-K.

5.5.3 Surveillance

Surveillance activities may be conducted for the purpose of identification, apprehension, or questioning of suspects in a criminal matter. Surveillance activities will be conducted in a safe and prudent manner, avoiding unnecessary physical risk to the officer and general public.

5.5.4 Investigator's Responsibility - Use of Equipment

All investigators shall become familiar with the equipment available and become proficient with the use of the equipment.

5.5.5 Operating Instructions for Fuji Discovery Camera

Loading the Batteries:

55. Open the battery compartment cover (located on bottom of the camera).

56. Insert the batteries, placing with the correct polarity. Close cover.

Loading the Film:

1. Open the camera back. The back lock is located on the back of the camera.
2. Drop the film in gently.
3. Adjust protruding film so the tip of the film lies within the film tip marks.
4. Close the camera back.
5. Position the first frame. Open the lens cover and press the shutter release. The exposure counter will change to “1”.

Taking a Picture:

1. Open the lens cover.
2. Center the camera on the object to be photographed. The area inside the square will be photographed.
3. Focus the camera by placing the auto-focus spot on the subject to be photographed.
4. Hold the camera still and press the shutter release.
5. The film will automatically advance when the shutter release is released.

Using the Auto-Focus:

1. Make sure the subject to be photographed is in the center of the view-finder. (If the auto-focus spot is aimed at an empty spot, the subject to be photographed will not be clear.)
2. Focus the camera by placing the auto-focus spot on the subject and press the shutter-release half-way down. The auto-focus light should come on. Take the picture.

**Using the Auto-focus Lock:**
1. To focus on an object through a window pane or at an angle, point the camera at another object the same distance away.
2. Press the shutter release half-way down and focus on the other object and then move back to the original object and finish taking the picture. (NOTE: do not let up on the shutter release while moving the camera back to the original object.)

**Taking Flash Pictures:**
1. In dim light the flash will automatically turn on and fire to take the picture.
2. The shooting range of the flash differs with the speed of the film. The faster the film the greater the shooting range.
3. After the flash has fired, you can take the next picture as soon as the camera-ready light blinks.

**End of Film Roll:**
1. Rewind the film by pushing the film-rewind switch toward the arrow.
2. Stop the motor after the film transport signal has come to a halt by pushing the film-rewind switch back to its original position.
3. Unload the film by opening the camera back and removing the film.

### 5.5.6 Operating Procedures for Video Camera

**Loading:**
- **Battery Pack**
  4. Pull down the battery pack release lever.
  5. Align the battery pack over the outline on the battery pack mount and slide the battery pack into place.
  6. Push up the battery pack release lever until it locks into place.
- **Video Cassette**
  1. Open the cassette holder by pressing the Eject button.
  2. Insert the cassette with its label facing outward.
  3. Close the cassette holder.

**Unloading:**
- **Battery Pack**
  1. Pull down the battery pack release lever and slide out the battery.
     (Do NOT store the battery in the camera.)
- **Cassette**
  1. Press the Eject button.
  2. Unload the cassette.
  3. Close the cassette holder.

**Date/Time Setting:**
1. Switch the unit power on and press the pause/monitor button. Date and time will blink.
2. On the bottom of the camera, press the date/time select button. The year will blink.
3. Press the date/time button to choose the correct number.
4. Press the date/time button to select the next item to change. Items will be changed in the following order: Year, Month, Day, Hour and Minute.
5. Repeat steps 2 and 3 to set all items. Press the date/time select button and items will stop blinking and will return to normal operation.

**Recording Operation:**
1. Remove lens cover.
2. Set the control panel cover to the REC position. (down)
3. Set the SP/EP mode switch as required.
4. Power switch to on. The aimed-at scene will appear in the viewfinder window. See the section on “Focusing” below.
5. Press the recording start/stop button. The recording mode indication will appear and recording will start.
6. To stop recording, press the recording start/stop button.

**Focusing:**
Auto-Focus
1. A small area around the center of the picture, which varies depending on the zoom or the focus conditions, is used to detect focus. (No indication is shown on the screen.)

Manual Focus
1. Press the focus button to release the auto-focus mode.
2. Zoom in on the subject using the “T” button.
3. Focus by turning the manual-focus ring.
4. Determine the composition by pressing the “W” button.

**Date/Time Recording:**
1. The date, time, or date and time can be displayed and recorded according to the selected mode. Press the date/time mode button on the left side of the camera to cycle through the modes in the following order: date/time display, date display, time display, auto date record display and on-screen display.
2. Press the date/time button when you do not wish to record the date/time. This will remove the date/time indications from the viewfinder. Press again to record the date/time.
3. Auto date -record-. This function allows the date to be automatically recorded for about five seconds following the first operation of the recording start/stop button. The viewfinder indication shows the date during the initial 5 seconds, then changes to “auto-date”.

**Installation in Vehicle:**
1. Install camera to mounting bracket.
2. Connect monitor cables to the camera’s DC connector, 8-pin connector and MIC input if you want to use the wireless mike. Leave unplugged if you want to use the camera microphone.
3. Turn on power to system starting at the bottom, monitor first, then camera. Make sure monitor is set to “VHF--low”. Fine tune the monitor to get a picture and then focus as necessary to get the correct picture.
4. Follow recording procedures to record.
Wireless Body Microphone:
1. Activate the wireless microphone by sliding the power-on switch to the “on” position.
2. Make sure the audio-on switch is on.
3. Turn on receiver in monitor, power membrane switch, transmit indicator should light up.
4. The wireless microphone should be carried anytime the camera is recording an event involving the officer outside the vehicle.
5. The microphone wire should be stretched out for best reception. Do not fold antenna. Do not wrap the antenna around the microphone.

Using the Cassette Adapter:
1. Open the cassette adapter by pressing the slide button.
2. Insert the VHS cassette into the adapter, with the arrow toward the lid hinges.
3. Close the cover and insert it into a VHS player and follow the player instructions.
4. If the cassette cover will not open or close properly, the battery may need to be changed. The battery is “AA” type and is located above the red lever on the left side.

5.5.7 Operating Procedure for Digital Camera

Loading Battery
1. Open battery compartment (located on the right side of the camera).
2. Insert the batter, placing with the correct polarity.
3. Close cover on compartment.

Loading Disk
1. Make sure 3.5 floppy disk is clean before using.
2. Insert disk in floppy drive located on side of camera making sure the front of the disk is facing the front of the camera.
3. Close the cover over the disk drive.

Taking Pictures
1. Turn the switch to the picture position on top the camera.
2. Open the lens cover.
3. Center the camera on the object to be photographed.
4. Focus the camera by holding the shutter button half way down.
5. Hold the camera still and press the shutter-release button.
6. Wait for the camera to record the picture before proceeding to take another picture.

Using Auto-Focus
1. Make sure the object to be photographed is in the view finder.
2. Press the shutter release button half way down until the object in the view finder becomes clear. Take the picture.

End of Disk Capacity/Investigation
1. Once the disk is full, or the investigation completed, the disk it to be removed from the camera.
2. Open the disk compartment on the camera.
3. Press the eject button to release the disk.
4. Pull the disk out and close the compartment.
5. Shut the lens cover, and turn the switch to the off position on top the camera.
6. Turn the disk into Communications as part of the report.
Processing of Evidence and Property/Evidence Division

The timely collection and preservation of evidence is vital to the integrity of a case and the "chain of custody." This policy will establish guidelines for the collection and storage of evidence. All property and evidence collected will be stored in the Property/Evidence Division.

5.6.1 Evidence

A. All statutory and judicial rules pertaining to the seizing and handling of evidence will be abided by.

B. Any officer seizing any item for evidentiary purposes will complete an evidence/property tag, and/or evidence receipt.

C. An officer taking evidence will see that a chain of possession is maintained and that any evidentiary item(s) seized are not unnecessarily handled.

D. Any items seized and tagged shall be placed in the evidence locker by the officer who seized it, and the locker shall be locked with the padlock provided.

E. The evidence custodian (the patrol supervisor) shall remove all evidence from the evidence lockers on a daily basis and shall store the same in the evidence room.

F. The evidence custodian shall record for positive identification purposes, all evidence placed in the evidence room.

G. The evidence room will be cleaned monthly or biweekly when necessary by the evidence custodian.

H. Any evidence to be returned to the owner should be returned as soon after the case is completed as possible.

I. Evidence may be checked out for review by the prosecutor or case officer, mailing to the crime lab for use in a court or under lawful order of a court, or to be released to another agency.
J. Evidence that is destroyed must be done with the approval of the Director of Public Safety, and in the presence of the evidence custodian and at least one other officer.

K. No evidence may be stored in any other location unless approved by the Director of Public Safety.

L. Officers will complete a report of the incident and the evidence seized before completing the watch or tour of duty during which the evidence seizure took place.

H. Special care shall be taken when seizing computers or hard/software possibly used in crimes. Critical data can be lost when electronic devices are accessed or unplugged. A properly trained computer expert, such as an employee from the Computer Center, or other qualified person shall be consulted prior to opening files or attempting to download or view any data.

5.6.2 Processing Property and Evidence

Any time property or evidence is taken by a Public Safety officer, a Property and Evidence Report Form (See Chapter III Section 5.6.60) and a property tag must be completed for the property. The person from whom the property is taken from should receive the pink copy of the Property and Evidence Report Form (Property Receipt). The yellow copy of the Property Receipt should be attached to the property and the property tag should also be attached. If there is no one to receive the pink copy, the copy should be placed in the Property Receipt book at dispatch. If the pink copy is given away, a copy of the original Property Receipt should be placed in the Property Receipt book. The original property receipt should be attached to the report.

Evidence is to be secured in Evidence Lockers #13 through #18. Lost and found property is to be secured in the Lost and Found Locker #14. The key for the Lost and Found Locker is in the lockbox in the squad room. Found property that will be placed in Locker 14 will include: jewelry, money, things of real value, and items identified to an owner. Items of low or no value are maintained in the cabinet by the Parking Counter. Property is to be secured in a locker even if the owner of the property has been contacted and will be in to pick it up. Property is not to be left unsecured under any circumstances.

5.6.3 Processing Evidence at Crime Scenes

The first officer at the scene of an incident will be responsible for securing the crime scene until the local police arrive. The officer assigned to the call will be responsible for the collection of evidence at the scene, unless otherwise directed by a supervisor, or the investigation has been assumed by another officer, Pocatello Police Department, or other law enforcement agency.

Processing of crime scenes may include:

A. Photographs

B. Fingerprinting
C. Securing of evidence

D. Diagrams and sketches

E. Other as directed or necessary

5.6.4 Processing in the Field

Each patrol unit is assigned an evidence collection kit. This kit contains bags, fingerprint powder and brushes, scissors, scalpels, fingerprint cards, and measuring devices.

Officers are cautioned to use protective gloves when dealing with bodily fluids and while fingerprinting, to avoid contamination of evidence and the possible infection of diseases.

5.6.5 Crime Scene Sketches

Crime scene sketches are an asset in some investigations. In cases of homicide, suicide, sexual assault, aggravated assault, serious injuries, fatality traffic accidents, or potentially life threatening injuries, a crime scene sketch is necessary. In some cases of property crimes, a sketch may benefit the investigation.

Crime scene sketches will include the following:

A. Case number.

B. Dimensions.

C. Relationship of the crime scene to other buildings, roads, or geographical features.

D. Addresses, room number as appropriate.

E. Location of significant features such as the victim, weapons, contraband, or evidence.

F. Date and time of sketch.

G. Name of the person drawing the sketch.

H. Indication of the direction north.

Sketches may be to scale, however some indication must be made on the drawing. Measurements may be indicated on the sketch or documented in the case/supplemental report.

Final drawings shall become a permanent part of the case report.
5.6.6 Crime Scene Processing - Call Out

For crime/accident scenes requiring extensive processing or expertise beyond the patrol level, the on-duty patrol supervisor/officer will make the request for the assistance via the appropriate division Captain.

5.6.7 Pending Arrival of Crime Scene Processors

Pending the arrival of a crime scene processor, either Departmental or local police, the crime scene shall be secured.

Officers shall maintain the crime scene's integrity while conducting basic fact finding for reporting purposes. The crime scene processor may issue specific assignments prior to arriving at the scene.

5.6.8 Packaging of Evidence

Chain of custody is vital in a criminal investigation. Officers shall insure the integrity of all evidence.

Evidence will be collected and packaged in a manner that will allow the officer to easily identify the evidence in the future.

Serial numbers should be included on the property report whenever possible.

Items will be packaged individually.

All evidence collection bags will contain:

A. Item number

B. Case number

C. Date/Time

D. Officer’s initials or name

Other items of identification may be added to the package, to help identify the evidence.

Bags will be sealed in a manner to prevent tampering. Sealing of packages may be accomplished by sealing plastic bags with evidence tape, and initialing across the seal. Paper bags may be sealed by taping across the fold and initialing across the seal. Envelopes will be sealed and initialed across the seals.

Plastic bags may be used when the property/evidence being submitted is not perishable, wet, clothing, or needed for fingerprints. Plastic bags permit the Evidence Technician to visually inspect the items to verify accountability.
5.6.9 Marking of Evidence

Items with serial numbers will not be marked. Items without serial numbers will be marked in a manner to allow the officer to identify the item at a later time. Marking of the items shall be done in a manner not to damage or devalue the item.

Firearms may be marked by removing the grips and marking on the butt of the weapon.

Each package of evidence will be marked with the item number, case number, date, time, and officer collecting the evidence. Item numbers will correspond to the Property and Evidence Form. (See Chapter III Section 5.6.62).

A sticker or tag attached to the item will be used when appropriate.

No stocks, bonds, or US currency shall be marked.

An accurate description of the item shall be recorded on the property form.

If multiple items are seized by different officers, a numbering system shall be designed to prevent duplication of number, and to allow for easy identification of each item.

Example:
RJS1, KH1, RA1

5.6.10 Documentation

Any employee who processes a crime scene or accident scene, or collects any evidence shall fully detail their action in either the case report or a supplemental report.

Evidence collected shall be recorded in the case/supplemental report. The case/supplemental report shall contain a description of the item recovered, where the evidence was collected and by whom.

Crime scene officer/employees shall include in their report the date and time of notification of their action, as well as the starting and ending time of the collection and crime scene processing.

The report shall further contain a disposition of the evidence by the crime scene officer.

Example:
BS1 9 mm caliber stainless steel Smith and Wesson model 6906, Serial #1234567. Placed into evidence.

5.6.11 Documentation of Uncollected Physical Evidence

When physical evidence is not collected, the officer processing the crime scene or investigating the incident, shall document in his/her case or supplemental report the physical evidence at the scene as well as an explanation for the reason for not collecting the evidence.
5.6.12 Photographs

Photographs will be taken at all serious crime scenes such as:

A. Death/serious assaults
B. Arson
C. Sexual assault
D. Robberies

Photographs may also be used during search warrant executions, to document the location of evidence, as well as to serve as a record of the conditions of the area prior to being searched.

Photographs of safety hazards and injury industrial accidents should be taken for documentation. Photographs of other accidents may be taken, if in the officers opinion the photographs would be of substantial value.

Investigations involving vehicles are to be photographed so that the damaged side along with the license plate is visible together in at least one photograph.

Photographs are intended to document the incident and those involved. Photographs should be taken in a logical order, and that order documented in the case/supplemental report. The information to be documented is:

A. Frame number and description of photograph.
B. Time and date of photograph.
C. Location of photograph.

Photographs of evidence should include a long range photo, as well as a close-up. A scale of reference should be included in the photograph when appropriate.

Prior to photographing any crime scene, search warrant, or evidence collection, the first frame of the film will contain the case number of the incident.

The last frame should also contain the case number.

After the photographs have been taken, the officer doing the photography is responsible for rewinding the film and submitting it for processing.

All photographs of an investigation are to be clearly identified both in the report and next to the photograph on the printed exhibit sheet along with the officer’s initials.
Digital camera photographs will be turned into Communications on a disk. Communications will then rename each picture with incident number, (i.e. 01-U00001A1, A2, etc.), save to the S: drive, and print out with enough space under each picture for the officer to write comments and notes. The printed pictures will be stapled to the report.

5.6.13 Processing

Processing procedure includes:

A. Rewinding film.

B. Completion of film processing envelope to include: case number, date, and officer submitting.

C. Special instructions for processing (otherwise the film will be processed into negatives only).

D. Place the film in the film envelope and deposit into the specified film processing container.

Property/Evidence Division personnel will have the film delivered for processing within 48 hours, excluding weekends and holidays.

5.6.14 Videotaping

In addition, videotaping of the crime scene may be utilized to help record the condition of the scene, the condition of the victims/suspects, or as evidence is being secured.

Videotapes will contain:

A. Case number.

B. Date and time on the video, if possible.

C. Narrative of the scene being videotaped.

Documentation will be made in the case or supplemental report by the officer taking the videotape.

Videos of crime scenes shall supplement still photographs, but shall not be the sole photographic documentation.

Film shall be submitted to the evidence section for processing. Film will only be developed at the request of the officer assigned, otherwise the film will be processed into negative form.

If photographs are not taken at a scene of a major incident, as described above, proper documentation must be made in the case or supplemental report.
5.6.15  Photographs - Other

In situations where photographs might be required, the following policy will be followed:

A. Seek supervisory permission to photograph.

B. Load the camera with the film at the scene, after the number of photographs is determined. Use the smallest number of exposure film per scene.

C. The first and last frame should include the case number either on the numbering board or written on a piece of paper in bold writing.

D. Do not use the same roll of film/or same disk (digital camera) for multiple cases.

E. Put the exposed film in the processing envelope, with the case number printed on the envelope. Put the envelope in the evidence bin.

F. Do not mark the film processing envelope for prints unless approved by a Sergeant or higher-ranking authority.

5.6.16  Perishable Items

Perishable items shall not be impounded, but shall be photographed and released to the owner. Perishable items should not be confused with items of "biological evidence" described later. The owner shall sign for the property. The photograph shall show the case number, date, time, and location of the photograph.

5.6.17  Biological Evidence

Biological evidence is defined as any evidence which originated from a living body/organism. This includes but is not limited to: blood, semen, hair, skin, saliva, etc.

Items of biological evidence from the same case and the same owner, which are to be transported to the crime laboratory, may be listed on the same property control report. Other types of evidence shall be listed on a separate property control form.

In most cases, an item of biological evidence shall be packaged individually in a new (never used), paper bag, envelope, or sterile plastic container and transported to evidence storage. Evidence that needs to be frozen will require that an evidence technician be involved.

5.6.18  Blood and Urine

Special caution shall be taken when handling bodily fluids. Protective gloves shall be worn. Caution should be exercised to avoid any type of contact with blood, urine, semen, and vaginal fluids (See Chapter III Section 5.7).
Urine containers and blood vials must be sterile prior to being used for collection of blood and urine samples.

A supervisor must be contacted before securing bodily fluids.

### 5.6.19 Evidence From Sexual Assaults

#### A. Sexual Assault Kits

Sexual assault kits will be handled by the local police and medical personnel.

#### B. Clothing and Bedding

Clothing and bedding shall be marked to properly identify the evidence at a later date. The items shall be placed in the Department evidence refrigerator. This type of evidence shall be stored individually in new paper bags, envelopes, or other paper containers. A property report shall be completed for each item of evidence. If refrigeration is not available follow the steps in C, *Wet Clothing or Material*.

The clothing shall remain refrigerated until the laboratory processing has been completed. After the examination there is no further need for refrigeration.

It shall be the responsibility of the officer assigned to the sexual assault to complete the appropriate laboratory request forms, for evidence requiring laboratory examination.

#### C. Wet Clothing or Material

Evidence such as blood soaked clothing, wet clothing, or other materials that are wet, need to be air dried before being packaged. Clothing from certain cases may contain trace evidence, so extreme caution should be taken to prevent the loss of the trace evidence. If necessary the items may be hung in property/evidence to dry. Brown paper bags will be placed under the items to collect any items that might fall from the garments.

### 5.6.20 Blood - Pooled

Pooled blood will be collected by either the use of clean cotton swabs, cheese cloth, wooden stick, or scalpel. Blood may also be collected by use of a sterile syringe.

Blood samples will be sealed in a sterile container, and then transported to evidence storage where the sample will be secured into the evidence refrigerator.

Employees will wear latex or plastic gloves while collecting these samples. See caution in Syringes and Needles (Chapter 7.3 1f).
Blood - Medical Sample

Blood taken as evidence in a police investigation shall be taken from the person only by qualified medical personnel. Blood samples will be marked and secured by local police in their evidence refrigerator for storage.

5.6.21 Urine Samples

Urine shall be collected by local police in a sterile container, and then marked and secured in the evidence refrigerator.

5.6.22 Latent Fingerprints

Evidence collected for laboratory processing or processing for latent fingerprints, will be packaged in paper bags or in boxes to prevent contamination. Plastic should be avoided to wrap or cover items that need to be fingerprinted.

Evidence submitted for fingerprinting shall be clearly marked. Processed latent fingerprints are to be secured in an envelope and submitted to evidence. A property report shall be completed, separate from any other evidence. The case or supplemental report will identify the area(s) where the latent prints were located.

Officers should exercise caution when fingerprinting items, to prevent damage to the item, or needless disarray. Officers should advise the owner of the item(s) fingerprinted, and that warm soapy water will help remove the fingerprint powder.

Procedure for latent fingerprint processing:

A. Determine if the object to be fingerprinted is capable of retaining fingerprints.

B. Determine if the item(s) to be processed, will be permanently damaged by fingerprint powder or chemicals used to develop the latent prints. If there is a possibility, officers will check with the owner(s) prior to processing.

C. Processing should be initiated utilizing appropriate type of powder or chemical agents.

D. Latent prints that are to be transferred from an object to a fingerprint card, will be transferred by fingerprint tape and secured to a latent print card, or another type of plain white paper.

E. The latent print card or paper shall contain:
   1. Case number.
   2. Officer's name and number.
3. Date and time the fingerprint was developed.
4. A description of where the fingerprint was lifted.

**5.6.23 Narcotics and Marijuana**

Any member coming into possession of narcotics or marijuana shall contact local police and follow their direction.

**5.6.24 Narcotics**

Narcotics should be separated and individually packaged according to type whenever possible.

A separate Property and Evidence Form (See Chapter III Section 5.6.60) shall be completed for any suspected narcotic substance.

All narcotics or marijuana being submitted as evidence shall either be weighed or counted by the officer submitting the evidence. Scales are provided by the Pocatello Police Department.

The narcotics/marijuana shall be sealed in an envelope, bottle, vial, or container, and the seal initialed by the submitting officer. A corresponding number to the property report shall also be found on the package or container.

If the seal is found broken or tampered with, the Evidence Technician shall immediately notify the Sergeant. An inquiry will be initiated to determine why the seal was broken. If necessary, the item(s) will be re-weighed and re-examined by laboratory personnel for verification purposes.

Not all narcotics, marijuana, or dangerous drugs received will have a qualitative analysis completed. Only those cases required for court or investigative purposes will be subject to qualitative analysis.

**5.6.25 Marijuana**

Marijuana seizures in excess of 25 pounds will require the notification of the property/evidence technician to respond and secure the marijuana directly into the evidence section. Marijuana weighing less than 25 pounds may be secured in a temporary property/evidence storage bin(s).

**5.6.26 Evidence From Toxic Vapor Cases**

Items containing toxic vapors or paint soaked cloth that is evidence will be sealed in an airtight jar or clean unlined paint can.
5.6.27 Glass Containers

Items of evidence such as glass containers (for example, those from alcohol related cases like, Minor in Possession, Drinking in Public may be photographed and properly disposed of). The field camera will be used.

Glass items which are instruments of a crime will be retained and properly packaged, like any other piece of evidence (e.g., a beer bottle used as an assault weapon).

5.6.28 Alcohol Related Cases

The Idaho State Board of Education policy prohibits the possession and consumption of alcohol in general use areas of campus with the exception of student residence hall rooms, student apartments, and other areas designated by the University President with the approval of the State Board of Education.

Pocatello City ordinance prohibits the possession and consumption of alcohol in public except as designated in their ordinance. Refer to Chapter III Section 2.7.3 ENFORCEMENT OF ALCOHOL POLICY VIOLATIONS.

There is no requirement to place alcoholic beverage containers into evidence after making an arrest for "Drinking in Public, Minor in Possession, or Furnishing Liquor to a Minor." The container may be photographed. Alcohol will be confiscated from violators under the legal age to consume alcohol under Idaho law.

In cases in which an alcoholic beverage is the only required evidence, a sample of the beverage for analysis is all that is needed for evidence processing purposes. After the sample is obtained (and any photographs taken), the remainder of the beverage may be discarded, and the open container(s) retained as evidence by the officer taking the sample. Common sense should dictate what the officer does with any unopened containers of an alcoholic beverage. For example, an adult with one open container and five unopened cans, who is cited for "DIP," may be allowed to keep possession of the five unopened cans, unless circumstances exist which would make this inappropriate. The adult would be required to secure the five unopened containers in their vehicle while on campus. Continued possession of the unopened containers of alcoholic beverage would not be appropriate if the person to be cited is a juvenile. These will be secured in evidence by the officer or turned over to the police.

Subjects with repeat violations may be requested to secure the alcohol in their vehicle and remove their vehicle from campus property, or they may release the alcohol to the Public Safety officer and claim this property when they are prepared to leave campus.

Subjects refusing to secure their alcohol may be referred to local police and may be banned from campus property. In violations where Public Safety removes the alcohol from the owner, the alcohol will be secured into evidence and the owner will receive a copy of the Property and Evidence Form (See Chapter
ISU students involved in alcohol violations will be referred to the Dean of Students.

Proper documentation of the action taken with respect to taking the sample(s), and the disposition of any container shall be made in a police report.

### 5.6.29 Chain of Custody - Evidence Receipt

The Property and Evidence Form (See Chapter III Section 5.6.60) shall be considered the official “chain of custody” for all evidence and property. The Property and Evidence Form shall be complete to include serial numbers, model numbers, and an accurate description of the property/evidence.

All property/evidence that leaves the custody of the Property/Evidence Division shall be signed for, in the appropriate spot on the form. There shall be a valid reason for the removal of property/evidence. Upon return, the Evidence Custodian shall sign the Property And Evidence Form, following verification of the return of the items, and return the item(s) to the proper location within the secured area.

Whenever evidence is transferred from one person to another, prior to being submitted into evidence, the chain of custody shall be maintained by proper documentation in the case or supplemental reports.

Whenever property/evidence is released to the owner or agent of the owner, the item number being released shall be noted on the Property and Evidence Form and the person shall then sign for the items.

When all property has been permanently released from the Property/Evidence Division, the original property report shall be submitted to Records for filing with all other official case records.

### 5.6.30 Money

Money will be placed in an evidence bag along with any other relevant evidence. The amount of money will be written on the Property and Evidence Form, along with the other identifying requirements above. The employee securing the money will sign the Property and Evidence Form. The seal will not be broken by evidence personnel.

The following procedure should be followed anytime money is transferred to the Department of Public Safety for safekeeping:

A. The money is to be counted in the presence of the officer receiving the money and the person relinquishing the money.

B. When the total is agreed upon by both parties counting the money, a Property and Evident Form is to be filled out indicating the transfer of money and the amount.

C. The money is to be immediately placed in an Evidence Locker. A Lost and Found Locker is not to be used.
5.6.31 Money - Security

Money in excess of $10.00 shall be stored in the evidence safe, after having been logged into evidence.

5.6.32 Crime Scene Kits

Each patrol vehicle shall have a crime scene evidence collection kit. It shall contain envelopes, paper and plastic bags to include:

A. Fingerprint powder.
B. Fingerprint brushes.
C. Scissors.
D. Scalpel.
E. Measuring tape. (A ruler of at least six inches shall also be included in the kit.)
F. Bags - plastic and paper.
G. Envelopes - various sizes.
H. Paper, pencils, measuring tapes, and other items necessary to sketch a crime scene.
I. Photographic equipment.

Officers assigned to the patrol vehicle are responsible for maintenance and replenishing of the crime scene evidence kit.

A mobile van may also be utilized to provide shelter, lighting, and a generator at the scenes of major incidents.

5.6.33 Laboratory Analysis

Evidence collected for laboratory analysis will normally be taken to the State Forensic Laboratory by the local police for examination. Public Safety may submit evidence to the lab also. Other laboratories such as the FBI, DEA, or U.S. Department of the Treasury, may also be used. Items for submission to the forensic lab shall be indicated on the property report.

Property for examination by the state lab will be transported by either a member of the evidence section, or the investigations officer. Any evidence taken to the lab for examination shall have a Request for Analysis Form completed prior to being submitted. The officer in charge of the investigation will be responsible for completing this form.
Property for analysis will be taken to the laboratory normally within 48 hours, excluding holidays and weekends. In a major investigation, evidence may be taken directly to the laboratory following identification and collection.

All evidence submitted to the lab shall be done in a manner consistent with current lab policy.

The officer/investigator assigned to the case shall be responsible for ensuring the appropriate evidence has been identified and the proper paperwork obtained.

5.6.34 Evidence Transported to Other Laboratories

Evidence for analysis by other laboratories shall be either hand delivered or mailed via certified mail with a return receipt requested. All evidence submitted to an outside laboratory shall be accompanied with a cover letter, a list of the evidence submitted and a synopsis of the case.

5.6.35 Control Samples

Control samples will be submitted to the laboratory as soon as possible after being received.

5.6.36 Laboratory Results

Verbal results may be used by the investigators in the course of their investigation, however written results of laboratory examination shall be required. A copy of the laboratory analysis shall be given to the officer assigned to the investigation and a copy of the results shall be placed into Records for filing with other case documents.

5.6.37 Training for Evidence Collection

All officers receive training in crime scene/accident investigation during their basic training.

Periodic Department in-service training will be provided relating to evidence collection and photography. This training may include:

A. Latent print recovery.
B. Recovery of foot, tire and tool impressions.
C. Photography of accident or crime scenes.
D. Crime/accident scene sketching.
E. Collection and preservation of evidence.

Officers assigned to the investigation duties will receive additional training in crime scene investigation as available through POST and other professional seminars. Officers assigned to other areas may also attend these classes. Priority shall be given to the investigation personnel.
5.6.38 Food and Medicines

The Department will not hold perishable food as evidence or as safekeeping. The Department shall not release to the owner any opened bottles of narcotics or medications. If a bottle or container has not had its seal broken, the property may be returned to the owner.

Documentation by the officer securing open medications, narcotics, or perishable food items, shall be noted in a case report including the method used and time of disposal of these items.

5.6.39 Bicycles - Evidence/Found

Bicycles secured as evidence in a criminal case shall be tagged and transported to the Property/Evidence Division holding area until released to local police.

A case report and property report shall be completed. The property report will be attached to the bicycle, until it is released to the local police.

If a bicycle is found attached to a handrail that is used by pedestrians and/or disabled persons, a yellow bicycle warning is to be attached to the bicycle.

5.6.40 Bicycles - Found

If a bicycle is found off campus, the employee will notify Communications of the location and a description of the bicycle. Communications will then be responsible for making notification to the law enforcement agency of jurisdiction.

5.6.41 Found Property

Found property may be turned into the Department by a member or the public for return to the true owner. A member will not convert to his own use, manufacture, conceal, falsify, destroy, remove, tamper with, or withhold any property or evidence in connection with an investigation or other Public Safety or police action, except in accordance with established Departmental procedures, IPC 19.A.1.a., A.1.b.

If the owner's identity is known, the employee taking the report will attempt to notify the owner of the recovery. If the owner cannot be notified, the officer assigned to the Property/Evidence Division will send a notification card to the owner.

If the employee releases the found property to the owner without entering the property into evidence, the employee will document the date, time, and location of the release on the Property and Evidence Form (See Chapter III Section 5.6.60), and in an Incident Report Form (See Chapter III Section 6.1.21). A case report shall be completed by the employee taking the report.

If the owner cannot be contacted, or the owner is unknown, a basic case and property report shall be
completed. Owners claiming found property must show positive ID, be able to identify the property, and sign the property report as the person accepting the property. The property report and the found property will be secured into the property holding bins.

Items found will be tagged and placed in the lost and found lockers and locked with the padlock provided.

Idaho code 55-403 requires that the found property be held for six months, unless there is information about the identity or location of the owner. Code 55-403 does not require that the Department attempt to find the owner of personal property.

Found property will be held for six months. If after six months the owner has not been located or come for his/her property, the found property may be converted for Departmental use, destroyed, or sent to surplus property.

No Idaho Statute or case law declares the rights of a finder of personal property. However, in the absence of any other owner, under common law the finder is the one entitled to possession of found personal property.

When the finder signs a receipt for the returned property, that finder is responsible for compliance with any legal requirements regarding the property.

The person, other than a Department employee, may after six months claim the found property, provided it is not illegal to possess or contraband.

Contraband may be immediately destroyed at the request of the local police. The local police will be notified when contraband is discovered.

**5.6.42 Lost and Found**

When a person finds lost property and turns it over to the Public Safety Office, the officer accepting the property will see that a receipt is completed, a chain of possession is maintained, and that found items are not unnecessarily handled. The officer will also note in the report and on the property receipt whether or not the finder wishes to claim the property if the owner is not found.

Items found will be tagged, placed in the lost and found lockers, and locked with the padlock provided. All cash over $20.00 and any jewelry will be placed in the evidence safe.

When the item is identified to an owner, the owner will be contacted as soon as possible to pick up the found property.

Owners claiming found property must show positive ID, be able to identify the property, and sign the **Property and Evidence Report Form** (See Section III 5.6.60) as the person accepting the property.

Department members returning found property to the owner must complete the **Property and Evidence Report Form** and file it with the original report.
The evidence custodian shall remove all unclaimed found property from the lost and found lockers on a regular basis and shall store the same in the evidence lock up.

Idaho code 55-403 requires that the found property be held for six (6) months. Unless there is information about the identity or location of the owner, 55-403 does not require that the Department attempt to find the owner of personal property.

After six months the Department shall notify the finder that the property is unclaimed. **Firearms will not be returned to the finder**, but will be transferred to the Pocatello Police Department to be disposed of pursuant to Idaho Code.

No Idaho statute or case law declares the rights of a finder of personal property. However, in the absence of any other owner, under common law the finder is the one entitled to possession of found personal property.

When the finder signs a receipt for the returned property, that finder is responsible for compliance with any legal requirements regarding the property.

No unclaimed property under any circumstances will be returned to any Public Safety personnel.

After six months the property will be destroyed or sold at auction, and the money deposited into a Public Safety account. Cash or coin will be deposited into a Public Safety account after six months.

### 5.6.43 Firearms

All firearms submitted as evidence, safekeeping, or found property shall be unloaded, with the slide locked, or the cylinder open. No student shall be permitted to carry firearms or other weapons, concealed or not concealed, with or without a concealed weapon permit, while upon properties owned or controlled by the University without permission from the Director of Public Safety. Ammunition shall be separated from the weapon.

A student residing in an on-campus residence area who wishes to bring a hunting or target weapon with him/her to school should check it in with the ISU Department of Public Safety immediately upon arriving at school and may check it out just prior to its use. **AT NO TIME SHALL A WEAPON OR FIREARM BE IN ANY UNIVERSITY OWNED OR OPERATED HOUSING UNIT.**

Firearms storage facilities are available at the Public Safety Office on campus. Residents must complete a Firearms Storage Request form (forms may be picked up at the Public Safety Office - See Chapter III, Section 5.6.43, Page 47). prior to storing any weapon inside the University storage facility. Weapons, ammunition, and/or any other types of explosive material are strictly forbidden inside University owned housing units.

The ISU Department of Public Safety reserves the right to refuse to relinquish any firearm to an individual if at the time of pick up the individual is under the influence of any drug or intoxicating substance, or if the officer believes the individual's judgment to be impaired to the extent that the person may pose a threat to him/her or others. The Department of Public Safety is not responsible for items damaged or lost.
5.6.44 Officer's Responsibility in Taking Firearms for Storage

Any officer taking possession of a firearm from any faculty, staff, student, or visitor of the Idaho State University campus, for the purpose of storing the firearm, must adhere to the following guidelines.

A. To receive a firearm:

1. The officer must verify the person's identification through a valid picture form of identification. The owner does not have to be present to release the firearm for storage.
2. The officer must inspect the firearm for ammunition.
   a. No weapon will be accepted if it contains ammunition.
   b. If the weapon contains ammunition, take it to the bullet trap, place it on the weapons frame, and have the owner unload it.
3. The officer must have the person fill out the Firearms Storage Request Form (See Chapter III Section 5.6.43, Page 47).
4. The officer must inspect the firearms for any damage or defect. Any weapon that shows evident damage or a defect must be so noted on the firearms storage request.
5. The officer must have the person sign the weapon storage receipt and property tag before taking possession of the firearm.
6. The officer must give the pink copy of the receipt to the individual after taking possession of the firearm.
7. The officer must put the white copy of the receipt in the receipt book and the yellow copy in the report tray in the squad room.

B. To release the firearm:

1. The officer must verify the person's identification through a valid picture form of identification.
2. Only the owner of the weapon may pick up the firearm.
   a. Exceptions will be made in the event of the owner's death or other serious situation.
   b. A supervisor must be notified prior to releasing a weapon to someone other than the owner.
3. The officer must have the person sign the release portion of the firearm storage request and property tag before releasing possession of the firearm.
4. The officer must inspect the weapon to insure that it is not loaded. If the weapon contains ammunition, place it in the bullet trap and unload it.
5. The officer must allow the person to inspect the weapon for any damage or defect. Any damage or defect must coincide with what is listed on the Firearms Storage Request Form (See Chapter III Section 5.6.43, Page 47). Any person finding what they believe to be new damage or defect to their firearm must file a report before taking possession of the firearm.
   
a. A supervisor must be notified if the person claims new damage or defect to their firearms.

b. The officer must file a miscellaneous service report on the incident.

6. The officer may refuse to release the firearm if they believe the person:
   
a. Is under the influence of any drug or intoxicating substance.

   NOTE: The person does not have to be intoxicated before the officer refuses to relinquish the firearm.

b. Has the odor of alcohol.

c. Is a threat to him/herself or others, which may be evident by:

   (1) Hostile attitude

   (2) Verbal threats

   (3) Troubled or unusual behavior

d. Any officer refusing to relinquish a firearm must notify a supervisor.

e. Any officer refusing to relinquish a firearm must write an incident report justifying his/her actions.

7. Any officer releasing a firearm must complete the release portion of the Firearms Storage Request Form (See Chapter III Section 5.6.43, Page 47).

The gun safes are located in the evidence room. The combinations are in a sealed blue campus envelope in the equipment drawer in the squad room. After the combinations are used, they are to be resealed in another envelope and put back in the equipment drawer. An MSR must be completed each time the envelope is opened (See Chapter I Section 7.2.6).
5.6.45 Firearms Storage Request Form

ISU PUBLIC SAFETY
WEAPONS STORAGE REPORT

Name ________________________  Home Phone __________________________
Address ______________________  Work Phone __________________________
CSZ __________________________  DOB _________________________________
Driver's Lic.(State & No.) ____________  ID/SSN __________________________
______________________________

Sex             Race             Hair             Eyes             Height             Weight

FIREARMS INFORMATION

1. Make _____________ Model _____________ Serial No. ______________________
   Caliber ______ Type ___________ Barrel Length ______ Action ___________
   Scope description ______________ Condition/Identifying Marks ___________

   Transaction # __________________

2. Make _____________ Model _____________ Serial No. ______________________
   Caliber ______ Type ___________ Barrel Length ______ Action ___________
   Scope description ______________ Condition/Identifying Marks ___________

3. Make _____________ Model _____________ Serial No. ______________________
   Caliber ______ Type ___________ Barrel Length ______ Action ___________
   Scope description ______________ Condition/Identifying Marks ___________

4. Make _____________ Model _____________ Serial No. ______________________
   Caliber ______ Type ___________ Barrel Length ______ Action ___________
   Scope description ______________ Condition/Identifying Marks ___________

   Transaction # __________________

ISU PUBLIC SAFETY IS NOT RESPONSIBLE FOR DAMAGES THAT MAY OCCUR DURING STORAGE.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 14, 2014

ISU Public Safety Operations Manual
Operations – Processing of Evidence & Property Evidence Div.  Chapter III—Section 5 Page 51
PPGA
TAB 2 Page 705
5.6.46  Release of Firearms

When firearms are released to private individuals, the weapons shall be empty, with the cylinder or slide opened. Ammunition shall be separate and not loaded in magazines or speed loaders.

Photo identification shall be required prior to releasing any firearm.

5.6.47  On Campus Weapons Authorization Form

Persons bringing weapons on campus for specified reasons, must obtain permission from the Director of Public Safety prior to bringing the weapon on campus.

Permission shall be obtained by the following procedure:

A. A Weapons Authorization Form will be issued to the individual for completion before bringing the firearm on campus.

B. A Public Safety Officer will identify the owner of the weapon and verify that the Weapons Authorization form has been completed.

C. The Officer will check for ammunition loaded in the gun, and remove any if found.

D. The Officer will place safety equipment on the weapon.

E. The Officer will issue a carrying case for the weapon.

F. The Officer will lock the weapon in the case with issued padlock, and issue a key for that padlock to the student.

G. Upon return, Public Safety will remove all safety equipment and return the weapon to the owner.
The following is the form to be issued when a request is made to bring a firearm on campus.

**Weapons Authorization**

Date of Request: ____________________________________________________________

Name of Requestor: _________________________________________________________

Date of Class Presentation: ________________________________________________

Location of Presentation: __________________________________________________

Course Title: _____________________________________________________________

Description of Weapon: ____________________________________________________

____________________________________________________________________

____________________________________________________________________

Name of Course Instructor: _________________________________________________

Signature of Course Instructor: _____________________________________________

(Signature authorizes the use of the described weapon as part of a class requirement)

Public Safety Signature: ___________________________________________________

Signature of Requestor: ____________________________________________________

**WARNING**

The requestor agrees to the following conditions:

O. The Requestor will ONLY bring the weapon to campus on the date and time specified.

P. Requestor will not tamper with or remove any safety device attached to the weapon by Public Safety.

Q. The Requestor will keep the case in his/her possession at all times and keep it locked except at the time and location of the demonstration.

R. The Requestor will follow all safety rules for the safe handling of the described weapon.

S. The Requestor will attach a list of safety rules to be followed during the demonstration, to this form.

T. The Requestor will not load the weapon with live ammunition/projectile.

U. Parent signature is required if Requestor is a minor.

V. The Requestor will return the case and weapon to Public Safety after the presentation has concluded.
5.6.48 Safekeeping

Property that is secured for safekeeping should be kept to a minimum. Circumstances must be such that no other means of safeguarding the property is reasonable, and the circumstances must be documented.

When deciding if property should be placed in safekeeping, officers should consider;

A. Is the seizure necessary?
B. Is there any other way to secure the item?
C. Can the property be released to another person with the owner's permission?

The officer securing the property for safekeeping shall:

A. Prepare a case report.
B. Complete a property report.
C. Give the owner the goldenrod copy of the property report as a receipt.
D. Advise the property owner of the location of the property and the hours of the Property/Evidence Division, 0800 hours to 1500 hours Monday through Friday.
E. Properly package and tag the property. Secure the Property and Evidence Form (See Chapter III Section 5.6.60) and the property in a holding storage area.

The Evidence Custodian will be responsible for sending a Property Notification Card to the owner of all found/safekeeping property. This card will inform the owner of the case number and the necessity to claim the property. Property retained after six months may be subject to disposal, conversion, or transfer to surplus property for auction.

The Evidence Custodian will note the date that the notification card was sent on the property report.

Separate property reports will be completed for those items designated as evidence, safekeeping, and found property.

5.6.49 Disposition of Evidence and Property

The determination to release or hold evidence stored in the Evidence Unit will be the responsibility of the Captain or the officer to whom the case is assigned. All cases involving evidence shall be reviewed within six months of the evidence being submitted. All property not needed for court or further investigation will be released as soon as possible to the rightful owner.

The Evidence Technician will periodically distribute a Request For Disposition Form to officers. These forms shall be marked appropriately and returned to the evidence section within ten days. If an officer is aware that a case has been adjudicated, he/she will notify the Evidence Section via memorandum, authorizing the disposition of the evidence held.
5.6.50 Photograph and Release of Evidence

To facilitate the release of property, the evidence section, with the consent of the assigned officer, may photograph and release evidence to the rightful owner(s). Exceptions to this rule would be homicides and other crimes of a sensitive nature, such as sexual offenses, aggravated assaults, etc. In these cases, authorization shall be obtained from the City/County Attorney prior to release of the property.

If evidence is disposed of pursuant to this procedure, and later found to have been essential to the trial case, the personnel of the Evidence Unit will not be held responsible.

5.6.51 Release for Court

An officer needing evidence for a pending court case should provide the Property/Evidence Division 24 hours’ notice prior to the actual date needed.

The requesting officer will sign the property report only for those items needed for court. The property report shall remain in Property/Evidence.

5.6.52 Narcotics for Court

Narcotics evidence is normally retained by local police. Normally the release of narcotics or dangerous drugs for court purposes requires a Subpoena Duce’s Tecum. If a subpoena is unavailable, narcotics may be released by the Evidence Custodian upon verbal permission from a supervisor. The officer receiving the narcotics shall be responsible for signing the Property and Evidence Form (See Chapter III Section 5.6.60) and for its timely return to evidence.

5.6.53 Release and Retention of Evidence by the Courts

If the property is retained by the courts, the officer introducing the evidence shall require a receipt from the court for the evidence. That receipt shall be returned to the Property/Evidence Division for inclusion with the property report.

5.6.54 Court Ordered Release of Property

Upon receipt of an official court order, the Evidence Custodian will inform the officer assigned to the case. If the officer believes that the release of the property should be delayed until the investigation is completed, the officer shall contact the City/County Attorney and explain the situation and request an order to withdraw the order until a later date.

If the court does not grant the request, the property shall be released in compliance with the order. A copy of the order shall be attached to the property report.

The person receiving the property shall be required to sign for the item(s) and produce a valid form of identification, prior to receiving the property.
5.6.55  Release of Property - General

Whenever property is released to an owner/representative the following shall be required:

A. Have a valid form of identification.

B. Sign for each item received.

C. Date and time of the release.

No property/evidence will be released to a third party without a letter of authorization from the owner. The exception to this policy will be an immediate relative of accident victims or victims of crimes, who are unable to authorize the release.

A juvenile's parents or legal guardians may claim a juvenile's possessions without the permission of the juvenile, provided the juvenile has not been emancipated.

5.6.56  Destruction of Property

Upon accumulation of sufficient evidence or property for destruction, or upon court order, the Evidence Technician will compile a list of items to be destroyed including the case number(s).

The property to be destroyed will be divided into burnable and non-burnable items.

Water soluble items such as pills and capsules will be dissolved in a bucket of water and then flushed.

Alcoholic beverages may be disposed of by pouring down the drain.

Knives, smoking pipes, bongs, or other dangerous instruments will be made unusable. These items along with the other nonflammable items will then be buried at a local landfill.

Items that can safely be destroyed by burning will be destroyed in this manner.

5.6.57  Integrity of Property/Evidence Room

There are only two sets of keys to the Property/Evidence Division. One set shall be assigned to the employee designated as the Evidence Custodian, the second set shall be retained in the lockbox in the Captain’s office. The Evidence Custodian, Captain, and the Director have access to the lockbox.

Access into the evidence room is limited to the above three individuals. Other law enforcement personnel may enter the room under escort, but shall not be left unattended.
5.6.58 Requirements for Submission of Evidence/Property

Evidence/property submitted for storage shall have a Property and Evidence Form (See Chapter III Section 5.6.60) completed and accompanying the property evidence. The report form shall include:

A. Case number.

B. Owner(s) name(s), address(s), and telephone number if known.

C. UCR code.

D. Itemized number for each piece of evidence/property.

E. Detailed description of each item to include color, serial number, manufacturer, and condition.

Sealed items shall remain sealed. No seals will be broken by evidence personnel to verify quantities or content. Evidence personnel will open unsealed bags, or items to verify the accuracy of the documentation.

If the property and the property report correspond, the person taking custody of the property/evidence shall sign their name, date, and time in the appropriate blanks. A bin location shall be placed on the original copy of the property report.

The property/evidence shall be marked with the case number or an evidence tag attached and the item filed in the appropriate bin. Any evidence tag or label will be filled out completely, see A-E.

The original copy of the property report shall be maintained by the Property/Evidence Division, until such time as all of the property has either been released, destroyed, or for some reason is no longer in Department custody. The original copy will become a permanent part of the case file in Records.

The remaining copies of the property report will be distributed in accordance with the Records distribution policy.

5.6.59 Discrepancy in Report and Evidence/Property

In the event the property report and the property/evidence do not correspond, the Evidence Custodian shall immediately notify the Director. The Evidence Custodian will note on the property sheet the discrepancy, and retain all property evidence without signing the property report.

The Evidence Custodian will then follow-up with the officer/employee submitting the evidence to verify the discrepancy. If the officer/employee indicates that the amount was documented incorrectly, the property report shall be corrected and initialed by the submitting officer/employee.

If the officer states that the report is accurate, the Director and/or Sergeant shall be notified, for a possible internal affairs investigation.
5.6.60  Storage of Firearms, Jewelry, Money, Narcotics and Hazardous Materials

Most items of an evidentiary nature will be handled and/or stored by the investigating agency. Money (above $20.00), firearms, jewelry (including gems), and narcotics/drugs will be secured in the Evidence Section safe, once the items are accepted into evidence.

Hazardous materials will not be brought into the Property/Evidence room. Hazardous and flammable materials will be stored by the Technical Safety Office in their Hazardous Waste Building or in the Public Safety paint trailer. Explosives will be handled and/or stored by whatever agency is called out to deal with the explosives.

The combination to the safe will be known only to the Custodian and those employees assigned to Property/Evidence Division duties. The combination will be changed whenever a new Custodian is appointed or whenever a person previously assigned to the section leaves the unit.

5.6.61  Inspections

A.  Unannounced Inspections - Director

Unannounced inspections of the Property/Evidence room will be conducted as directed by the Director of Public Safety.

A memorandum will be drafted to the Director stating any deficiencies, discrepancies, or comments about the inspection. The report should also include recommendations to correct any problem areas.

B.  Semi-Annual Inspection

The Captain will semi-annually conduct a spot inspection of the Property/Evidence room. The purpose of the inspection is to verify that the facility is secured and the items in storage are accounted for. The Captain shall prepare a memorandum to the file with the findings of the inspection, and the date and time of the inspection.

C.  Supervisory Inspection - Inventory

The Director shall order an inspection of the Property/Evidence Division annually. This inspection shall be conducted by a supervisor who is appointed by the Director and who is not part of the property control function. A written report of finding should be prepared within 10 days of the inspection and forwarded to the Director. The purpose of this inspection is not to require accounting of every item, but rather to ensure that policy and procedures are being followed within the section.
D. Complete Inventory

Whenever a new Property/Evidence Custodian is designated, a complete inventory of all evidence, found property, and safekeeping cases in the Property/Evidence Division shall be required.

This inventory shall involve the new Custodian, a Sergeant and one other employee selected by the Sergeant. The inventory shall be completed within 30 days of the new Custodian’s appointment. Discrepancies shall be documented and forwarded to the Director.

5.6.62 Property/Evidence Custodian

The Property/Evidence Custodian will be the Public Safety Captain. In the event of the Captain’s absence the Director of Public Safety will be his designee. In addition to other duties, the Captain shall be responsible for the daily operation of the Property/Evidence Division.

Duties will include: (list not inclusive)

A. Daily removal of property and evidence from the temporary holding bins.
B. Logging of all property, evidence, and safekeeping items into the secured property/evidence room.
C. Verification of property report to actual property received.
D. Security of property-evidence room.
E. Transportation of evidence to crime lab as necessary.
F. Timely release and destruction of property, evidence, and safekeeping items.
G. Call-in as necessary to secure special crime related evidence and property.
H. Periodic spot inspections to ensure standards and integrity of the evidence section.
I. Preparation of destruction, conversion, and surplus property items.

5.6.63 Personal Custody of Property/Evidence or Safekeeping Items

No employee shall maintain in their possession any item of evidence, found property, or safekeeping, longer than necessary to complete the necessary paperwork for submission into Property/Evidence. All property/evidence will be secured into either an evidence storage locker or the evidence section prior to the end of shift.

Unauthorized conversion of any property or evidence will be grounds for disciplinary action up to and including termination.
## Property and Evidence Form

**ISU PUBLIC SAFETY**  
**Property Inventory Receipt**

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### Name/address from whom property is obtained

### Purpose for which collected
- [ ] Lost
- [ ] Found
- [ ] Evidence

### Location from where collected

### Item # | Quantity | Description |
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**Received by**  
**Witnessed by**

### Chain of Custody

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**Print Name**  
**Signature**
Communicable Diseases

This procedure establishes guidelines for the proper investigation of incidents that involve individuals who have, or are suspected of having, a communicable disease. This procedure shall:

1. Establish safety procedures to reduce the risk of a Public Safety officer contracting a communicable disease during the performance of his or her duties.

2. Establish procedures to be followed when an officer has a line of duty exposure to a communicable disease.

3. Acknowledge the legal rights of victims with communicable diseases in regard to the following:
   a. Nondiscrimination
   b. Confidentiality

5.7.1 Policy

It is the responsibility of ISU Public Safety to ensure that its employees, especially Public Safety officers and student officers, are able to perform their duties in a safe and effective manner and to make certain that its employees provide every person the same quality of service, regardless of a person’s state of health.

The safe performance of daily operations has recently become threatened more than ever before by life-endangering communicable diseases, the most notable being Human Immunodeficiency Virus (HIV), the causative agent of Acquired Immunodeficiency Syndrome (AIDS). Therefore, it shall be the policy of ISU Public Safety to continuously provide employees with communicable disease information and up-to-date safety procedures which will assist in minimizing potential exposure, while increasing their understanding of the nature and potential risks of communicable diseases.

It shall also be the policy of ISU Public Safety to ensure that every person, regardless of his or her state of health, receives equal police, fire, and emergency services.
5.7.2 Definitions

1. **Bodily Fluids**: Liquid secretions include, but are not limited to, blood, semen and vaginal fluids or secretions that might contain these fluids, such as saliva, vomit, urine, or feces.

2. **Communicable Diseases**: Those infectious illnesses that are transmitted through direct or indirect (including airborne) contact with an infected individual, including, but not limited to the bodily fluids of the infected individuals.

3. **AIDS (Acquired Immune Deficiency Syndrome)** – is a blood-borne and sexually transmitted disease that attacks and destroys the body's immune system. It makes people susceptible to infections, malignancies, and diseases not generally life-threatening to persons with normal immune systems. AIDS also causes disorders of the central nervous system. There is no vaccine against the virus. Members are advised that AIDS is not transmitted through any of the following (according to the Centers for Disease Control):
   - Sneezing, coughing, spitting;
   - Handshakes, hugging, or other non-sexual physical contact;
   - Toilet seats, bathtubs, or showers;
   - Various utensils, dishes, or linens used by persons with AIDS;
   - Articles worn or handled by persons with AIDS, i.e., doorknobs, pens, or cups;
   - Being near someone with AIDS frequently or over a long period of time;
   - Riding the same transportation;
   - Eating in the same public place with an AIDS-infected person; or
   - Working in the same office.

4. **HIV (Human Immunodeficiency Virus)** – is the virus that causes AIDS. HIV infects and destroys certain white blood cells, undermining the body's ability to combat infection. (Also named HTLV-III or LAV). Technically speaking, this general order aims to reduce the chance of HIV transmission, the virus that causes AIDS.

5. **Hepatitis B (HBV)** – is a viral infection that can result in jaundice, cirrhosis, and, sometimes, cancer of the liver. The virus is transmitted through exposure to blood, semen, or vaginal secretions. Vaccines are currently available against hepatitis B. A series of three vaccinations is needed for protection.

6. **Infectious Diseases** - Infectious diseases are disorders caused by organisms — such as bacteria, viruses, fungi or parasites. Many organisms live in and on our bodies. They're normally harmless or even helpful, but some organisms under certain conditions may cause disease. Some infectious diseases can be passed from person to person. Some, however, are transmitted via bites from insects or animals. Others are acquired by ingesting contaminated food or water or other exposures in the environment. Many infectious diseases, such as measles and chickenpox, can be prevented by vaccines. Frequent and thorough hand-washing also helps protect you from infectious diseases.

7. **Tuberculosis** – is spread primarily by inhaling airborne droplets from infected coughing people. It is an airborne disease and it primarily causes lung infection. Tuberculosis bacteria may also invade
other parts of the body such as bone or kidneys, although this type of TB is rarely contagious to others. Although no vaccine against tuberculosis exists, medications are available to treat the disease.

5.7.3 PROCEDURE

1. Communicable Disease Prevention

   a. In order to minimize potential exposure to communicable disease officers must assume that all persons are potential carriers of a communicable disease.

   b. Officers must cover all open cuts and abrasions with waterproof bandages prior to reporting for duty.

   c. Disposable latex gloves shall be worn when handling any person, clothing, or equipment with bodily fluids on them, or when the officers anticipate becoming involved in assaultive behavior through which the officer may potentially become exposed to blood or bodily fluids containing blood.

      (1) Gloves should not be reused, and a new pair should be put on before handling a different person or touching uncontaminated items.

      (2) When leather or cotton gloves are worn for crime scene work, latex gloves can be worn underneath for added protection.

      (3) In appropriate circumstances, more than one pair of latex gloves shall be worn to protect against exposure, where a single pair might be damaged and be unable to provide adequate protection.

   d. When appropriate protective equipment is available, masks, protective eye goggles, and protective disposable coveralls should be worn where bodily fluids may be splashed on the person, or where airborne contamination of a communicable disease is anticipated.

   e. Plastic mouthpieces or other authorized barrier/resuscitation devices shall be used whenever an officer performs CPR or mouth-to-mouth resuscitation.

   f. All sharp instruments such as knives, scalpels, and needles shall be handled with extraordinary care and should be considered to be contaminated items.

      (1) Leather gloves shall be worn when searching for or handling sharp instruments.

      (2) Officers shall not place their hands in areas where sharp instruments might be hidden. An initial visual search of the area should be conducted using a flashlight and/or portable metal mirror where necessary.
When searching a suspect's pockets, officers should exercise careful hand movements and should try to pull the pockets inside-out from the top edge of the pocket, instead of inserting a hand into the pocket.

When circumstances allow, the suspect should empty his or her own pockets by pulling the pocket inside-out.

A search of a purse can be accomplished by carefully dumping the contents onto a flat surface.

Needles shall not be recapped, bent, broken, removed from a disposable syringe, or otherwise manipulated.

Needles or similar sharp edged instruments shall be placed in a puncture-resistance, non-porous container when being collected for evidence or disposal purposes. The container shall be marked accordingly, to show contents.

 Officers shall not smoke, eat, drink, or apply makeup around body fluid spills or when wearing protective gloves.

Any evidence (contaminated with bodily fluids) shall first be air dried, then double bagged in plastic bags and marked to identify suspected or known communicable disease contamination.

Department-issued sealable evidence bags shall be utilized. Stapling of evidence bags should be avoided.

Department-issued tongs shall be utilized to assist in gathering contaminated evidence.

Transport and Custody

Where appropriate protective equipment is available, no officer shall refuse to interview, assist, arrest, or otherwise physically handle any person who may have a communicable disease. Should an officer encounter a circumstance where appropriate equipment is not available, the officer shall immediately contact his/her supervisor and request assistance.

Officers shall not put their fingers in or near the mouth of an unconscious person. Officers utilizing protective gloves can, if need be, insert their finger into the mouth of an unconscious person in an attempt to clear a blocked airway. This action should be performed in accordance with prescribed foreign body airway obstruction procedures.

Individuals with bodily fluids on their persons shall be transported in separate vehicles from other individuals.

During a transfer of custody, officers have an obligation to notify, in a discreet manner, relevant support personnel that the suspect/victim has bodily fluids present on his person...
or has stated that he/she has a communicable disease. Reasonable care should be taken that the information is not transmitted to the general public or to those who have no need for that information.

e. Suspects taken into custody with bodily fluids on their persons, and not in need of medical attention, shall be directly placed in the designated holding area for processing. The holding area shall be posted with an "Isolated Area-DO NOT ENTER" sign.

(1) The shift commander shall be immediately advised of the suspect's status.

(2) The officer shall document, in the remarks section of the "Prisoner Log," that a suspect taken into custody has bodily fluids on his or her person or has stated that he or she has a communicable disease.

(3) All officers entering the isolated area shall be equipped with protective gear that is dictated by the circumstance.

(4) The suspect, his contaminated clothing, and the holding area shall be controlled and/or disinfected in accordance with established Prisoner-Detention Facility Guidelines.

3. Disinfection

a. Any unprotected skin surfaces that come into contact with bodily fluids shall be immediately and thoroughly washed with hot running water and soap for a full minute before rinsing and drying.

(1) Alcohol or antiseptic wipes may be used where soap and water are not available.

(2) Disposable gloves should be removed inside out, with the contaminated side not exposed. The hands and forearms should then be washed.

(3) Hand lotion should be applied after disinfection to prevent chapping and to seal cracks and cuts on the skin.

b. Officers should remove clothing that has been contaminated with bodily fluids as soon as practical.

(1) Officers should cleanse any contacted skin area in the prescribed fashion (showering if necessary) prior to putting on clean clothing.

(2) Contaminated clothing should be handled carefully and machine laundered with detergent and hot water in the normal fashion.

c. Disinfection procedures shall be initiated whenever bodily fluids are spilled, or when an individual with bodily fluids on his or her person is transported, in a state vehicle.
(1) The supervisor shall be notified and the vehicle shall be taken out of service.

(2) A "Do Not Use-Possible Communicable Disease Contamination" sign shall be posted on the steering wheel of the vehicle.

(3) The affected vehicle shall remain out of service until it has been disinfected by washing the contaminated areas with a commercial disinfectant.

d. Non-disposable items such as handcuffs, PR-24 batons, etc., should be disinfected with either a bleach solution (one part bleach to nine parts water), rubbing alcohol, or commercial disinfectant. Contaminated shoes and boots, including soles, should also be disinfected with an approved disinfectant.

e. All disposable contaminated materials shall be placed in approved biohazard disposal bags and disposed of in accordance with current, date-approved, state policy.

4. Supplies

a. Each division commander is responsible for maintaining and storing in a convenient location an adequate amount of communicable disease control supplies for the division.

b. All police and emergency service vehicles should be continuously stocked with the following communicable disease control supplies if possible:

(1) Disposable coveralls, aprons, and shoe coverings in appropriate sizes.

(2) Disposable latex gloves and leather gloves.

(3) Puncture-resistant containers and sealable plastic bags.

(4) Barrier resuscitation equipment, protective eye goggles, and surgical face masks.

(5) Disposable wipes (70 percent isopropyl alcohol).

(6) Waterproof bandages.

(7) Absorbent cleaning materials.

(8) "Isolation Area-Do Not Enter" signs.

(9) "Do Not Use-Possible Communicable Disease Contamination" signs.

(10) Bio-hazard disposal bags.

(11) Portable metal mirrors.
(12) Non-porous tongs.

c. Officers using supplies stored in Public Safety vehicles are responsible for their immediate replacement.

d. Officers are required to keep disposable gloves in their possession at all times.

5. Line of Duty Exposures to Communicable Diseases

a. Any officer who has been bitten by a person, or who has had physical contact with bodily fluids of another person, while in the line of duty, shall be initially considered to have been exposed to communicable disease.

(1) Reports of direct air contact to communicable diseases shall be evaluated on the merits of the particular incident by the Departmental health care officials.

b. The officer's immediate supervisor shall be contacted and all appropriate injury forms shall be completed.

c. Immediately after exposure, the officer shall be transported to the appropriate health care facility for clinical and serological testing for evidence of infection. The health care officials shall evaluate the test results, along with the circumstances surrounding the incident, and make a final determination as to the extent, if any, of exposure to a communicable disease.

d. Any person responsible for potentially exposing the officer to a communicable disease shall be encouraged to undergo testing to determine whether the person has a communicable disease.

e. Officers who test positive for a communicable disease may continue working as long as they maintain acceptable performance and do not pose a safety and/or health threat to themselves, the public, or the Department.

(1) The Department shall make all decisions concerning the officer's work status solely on the medical opinions and advice of the Department's health care officials.

(2) The Department may require an employee to be examined by the Department health care officials to determine if he is able to perform his duties without hazard to himself or others.

f. All personnel shall treat employees who have contracted a communicable disease fairly, courteously, and with dignity.

g. The Department shall afford any employee who has occupational exposure to Hepatitis B the opportunity to take the HBV vaccination series at no cost to the member. The vaccination should be provided only after the employee has received departmental training in communicable diseases, is medically fit for the vaccinations, and has not previously received them.
6. Legal Rights of Victims of Communicable Diseases

Victims of communicable diseases have the legal right to expect, and officers are duty bound to provide, the same level of service and enforcement as any other individual would receive.

   a. Officers assume that a certain degree of risk exists in Public Safety services work and accept those risks with their individual appointments. This holds true with any potential risk of contracting a communicable disease as surely as does the risk of confronting an armed criminal.

   b. Any officer who refused to take proper action in regard to a victim of a communicable disease, when appropriate protective equipment is available, shall then be subject to disciplinary measures along with civil and/or criminal prosecution.

   c. Whenever an officer mentions in a report, that an individual has or may have a communicable disease, he shall write "contains confidential information" across the top margin of the first Page of the report.

   d. The officer's supervisor shall ensure that the above statement is on all reports requiring that statement at the time the report is reviewed and initiated by the supervisor.

   e. The supervisor disseminating newspaper releases shall make certain the confidential information is not given out to the new media.

   f. All requests (including subpoenas) for copies of reports marked "contains confidential information" shall be referred to the Director of Public Safety.

   g. Prior approval shall be obtained from the Director of Public Safety before advising a victim of a sexual assault that the suspect has, or is suspected of having, a communicable disease.

   h. All circumstances not covered in this policy that may arise concerning releasing confidential information regarding a victim or suspected victim, of a communicable disease shall be referred directly to the Director of Public Safety.

   i. Victims of communicable disease and their families have a right to conduct their lives without fear of discrimination. An employee shall not make public, directly or indirectly, the identity of a victim or suspected victim of a communicable disease.

   j. Whenever an employee finds it necessary to notify another employee or health care provider that a victim has or is suspected of having a communicable disease, this information shall be conveyed in a dignified, discreet, and confidential manner. The person to whom the information is being conveyed should be reminded that the information is confidential and that it should not be treated as public information.

   k. Any employee who disseminates confidential information in regard to a victim, or suspected
victim, of a communicable disease is in violation of this policy and shall be subject to serious
disciplinary action and/or civil and/or criminal prosecution.

7. Required Training

This Communicable Diseases policy and the CD entitled “Blood borne Pathogens: HIV & HBV, An
Interactive Training Course for Law Enforcement Officers,” will be required reading and viewing for every
Public Safety Officer. The reading of this policy and viewing of the interactive CD will be completed during
in-house training.

Copies of the above listed materials are available from the Associate Trainer. The Associate Trainer will be
responsible for giving all personnel an opportunity to read and digest the above listed data within fifteen
days of issuance. Employees shall sign issued acknowledgment forms, indicating the date they completed
reading this policy and viewing the specified CD, which will then be placed in their training folders. These
listed reference materials shall remain available for each employee's future reference.
Field Interviews

5.8.1 Purpose

A field interview (FI) is intended to be a brief stop of an individual or individuals for the purpose of identification and determining the reason for the individual(s) in the specified area of campus.

Field interviews will be conducted when the behavior of an individual creates reasonable suspicion that criminal activity has occurred, is occurring, or is about to occur. A field interview shall not be made merely on the basis of random selection, ethnicity, or unusual personal appearance or personal beliefs. A greeting, an offer of or a request for assistance, or a casual conversation is not a field interview.

5.8.2 Personal Contact

Field interviews shall be conducted in a courteous manner. The officer may ask the individual for identification to verify identity and determine the purpose for their presence in the area. The officer will tell the individual(s) at the conclusion of the FI why the FI was initiated.

5.8.3 Field Interview Records

Each officer will use a pocket notebook to record field interviews and keep their individual pocket notebooks at their desks for easy reference. Each officer’s radio history from the Spillman records software program will be used as the official record of any field interview they conduct, and will include the officer’s name and number, the name of the person contacted, the date of birth, social security number, if possible, current address, a physical description, and a synopsis of the contact. If someone claims to be an ISU student or faculty/staff employee, ask instead for the ISU Bengal Card number. If they do not have the ID with them or claim not to know the number, call Dispatch. Dispatch can look up the Bengal Card number either in student info or CS Gold and verify the status of students, or faculty/staff. If an individual is warned for some type of criminal activity, that warning and the appropriate statute shall also be included.
5.8.4 Authority to Conduct Field Interviews

All officers may conduct field interviews in the performance of their duty.

5.8.5 Apprehension of Individuals

Officers shall use reasonable and prudent care in pursuing individuals for the sole purpose of conducting a field interview. If the officer has reasonable belief or probable cause to believe that a criminal violation has been committed, or is in the course of being committed, the officer must evaluate the circumstances before continuing the pursuit.
Informants

5.9.1 Informants

The Department realizes the need for informants who can provide a valuable source of information. This directive is to ensure that the identity of informants is kept confidential, when possible, and to provide for the protection from possible repercussions from suspects and witnesses.

The intent of this policy is to provide control of paid informants, or informants that are known to have engaged in past criminal activity, or have a special interest as a result of an investigation. Nothing in this policy is intended to prevent a citizen from providing information to an officer/official of the University.

All information of a criminal nature will be immediately given to the Pocatello Police Department.

5.9.2 Informant Identification

Each informant will be given a code number. The number will be assigned by the investigating unit supervisor. This information will not be released to anyone except the Director, or officers who have a need to know, and who are working on an active case involving the informant.

Case reports based on information obtained from a confidential informant shall not include the informant’s name.

The informant's name shall not be used in any official report. The informant shall be referred to only as the "CI." No dates or times shall be given in conjunction with the informant.

5.9.3 Identification Format

Informant identification information will be kept on a 5"x 8" index card. The information contained on the card will include:

A. Informant's name and alias.
B. Address.

C. Physical description.

D. Telephone number.

E. Personal information that may help to locate the informant.

F. Date of birth.

G. Place of birth.

H. Family members’ names.

I. Associates.

The file will also include a reliability code, a scale of 1 to 5, (with five being highly reliable), previous contacts, cases worked, place of employment, and a complete criminal history background.

5.9.4 Juvenile Informants

Juvenile informants will be given the same confidentiality as any other informant.

5.9.5 Contacts with Juvenile Informants

Juvenile informants should never be contacted in person at their residence, at their school, or place of employment.

5.9.6 Informant Funds

The University does not have specific funds available to pay informants.

Informants will be asked to call CRIME STOPPERS. The informant will be given a confidential number for identification through CRIME STOPPERS.

5.9.7 Use of Informants

Informants may be private citizens who wish to provide information to the police, previous violators of the law, or persons seeking financial gain through providing information to law enforcement.

Informants are most often used to provide information to law enforcement officials regarding violations of the law. More specifically informants are used to:
A. Make observations or perform surveillance in areas where strangers would be suspect.

B. Furnish information from a source not readily available to the investigator.

C. Conduct **controlled** negotiations with or introduce undercover officers to criminal suspects.

D. Testify at legal proceedings.

E. Gather intelligence, i.e., determine "street prices" for weapons, drugs, and other contraband.

The above list is not meant to be all inclusive. Depending on the investigative situation, informants may be appropriately utilized in a variety of ways.

### 5.9.8 Control and Handling of Informants

The officer identifying and working with the informant will direct and control the investigation.

Officers shall avoid promising monetary payments, or making other promises that cannot be kept or are outside the authority of the officer to make. Officers advising informants of potential judicial dispositions such as probation and reduced sentences, are examples of an officer making promises beyond their authority.

Officers should maintain frequent personal contact with the informants. When personal contact is not possible, telephone contact should be maintained.

Officers shall not pay an informant.

Officers will meet informants in a secure location, avoiding when possible, public buildings and police facilities. It is suggested that an officer meet an informant with another officer present to serve as witness.

### 5.9.9 Receiving Information

Maintenance of information received from an informant is essential for documentation of an informant's reliability and case conclusion.

As new information is received from an informant it shall be placed in the individual informant's file and identified as to which particular case it is associated with if applicable. The date, time, and officer receiving the information will be included.

It will be the responsibility of the Sergeant assigned to Investigations to periodically check each file to ensure all necessary information is documented.
5.9.10 Informants of the Opposite Sex

An officer meeting with an informant of the opposite sex will have another officer present during the contact. If it is not possible to have another officer present, the meeting between the officer and the informant should be in a location that will provide the officer with security from allegations of misconduct.

5.9.11 Protection of Informant's Identity

Every officer has a professional and ethical obligation to safeguard the identity of informants. Officers will not place an informant in a situation where the informant's identity is likely to be exposed unless the officer has previously explained this possibility to the informant in exchange for his/her cooperation.

5.9.12 Violations of the Law by the Informant

Officers will advise the informant that violations of the law will not be tolerated or condoned. Officers shall tell informants that they are not immune from any law due to their cooperation.

5.9.13 Termination of Informant's Association

The fact that an informant has been used and is no longer considered in good standing shall be documented on the Informant Identification Card. The officer shall include a reason for the termination of use and the date that the association was terminated. He/she shall also note that the informant was so advised.
Polygraph Examinations

5.10.1 Policy

Idaho State University Department of Public Safety will on occasion employ the use of polygraphs for the detection of deception in criminal and internal investigations. The Department will use the local police department Polygraph Unit. Only as necessary, and approved by the Director and the President, will a private polygraph service be utilized.
Special Operations

6.1.1 Purpose

On occasion Public Safety will engage in special operations that will draw from all units within the Department. In addition to the use of in-house personnel, it may become necessary to utilize outside agency resources. In these situations orders will be given to those involved either verbally or in writing via the chain of command. One or more Public Safety supervisors and supervisors from the outside agency(s) shall work as a unified group for the duration of the special assignment.

All supervisors within the Department will be duly notified of the activity, length, and location of the activity and the supervisor(s) in charge of the operation. In each of these situations, the supervisors of the special operation will report directly to the Director.

The outside agency supervisor in consultation with the Department supervisor shall be in charge of the operation. All other units and employees of the Department will assist and support the needs of the special operation as appropriate.

The Director of Public Safety or his designee will annually review, and when necessary, update this policy, along with the established procedures for handling special operations which may include but are not limited to: Fire/Intrusion Alarms, Anthrax Reports, Civil Disturbances, Bomb Threats, Special Events, Barricaded Suspects, Active Shooter/Hostage Situations, Hazardous Material Situations, Nuclear Reactor Response, and Dignitary Protection.

6.1.2 Critical Incident Protocol

Purpose

The intent of this protocol is to clarify procedures when responding to a critical incident at Idaho State University. The term critical incident is taken to mean any violent incident in which lives are in danger. Examples of critical incidents are active shooter, barricaded suspects, hostage situations, bomb threats, etc.
Command Protocol

- Once PPD personnel arrive at the scene of a critical incident they should obtain and maintain complete operative control of the incident.
- On scene ISU Public Safety personnel should be contacted immediately.
- The first officer on scene shall take command until relieved by a ranking officer.
- Command must be clarified and announced when a commander is relieved.
- Command of the incident shall follow Incident Command procedures.
- A Command Post (CP) shall be set up and the location announced.
- Though PPD must maintain operational control of a critical incident, a Unified Command should be implemented. Unified Command should include the PPD Incident Commander (IC), an ISU Public Safety supervisor, and a Pocatello Fire Department commander.

Actions

Action at the scene shall follow guidelines from PPD policies on critical incidents such as:

- Policy 414 – Hostages and Barricaded Subjects
- Policy 424 – Crisis Deployment
- Policy 408 – Immediate Response Unit

Media Communications

Media releases must be jointly constructed and approved by PPD and ISU personnel. PPD personnel shall follow Policy 346 – Media Relations.

After Action Considerations

Once a critical incident has come to a conclusion the Unified Command must determine what steps shall be taken. Some of the issues to be considered are:

- When and how to release the scene to ISU personnel
- When and how to notify affected ISU staff and students that the incident has concluded.

An after action debrief should be done after all incidents. This may be an on scene discussion after a very minor incident or a scheduled meeting with PPD and ISU staff, with a published After Action Report submitted to all agencies involved.
Special Operations Resources

There are times when the Department will respond to situations where the necessary resources are outside of Public Safety's capabilities. In these unique situations, it is necessary for personnel to know where and how to obtain the necessary resources.

### 6.2.1 Special Purpose Vehicles

Special purpose vehicles are considered vehicles other than those commonly used by the Department. These may include: armored vehicles, hydraulic lift vehicles ("cherry pickers"), a bomb disposal trailer, bulldozers, and personnel carriers. This list is not inclusive.

### 6.2.2 Officer's Responsibilities

Upon the arrival at an unusual situation where the officer determines that the resources are outside of the immediate capabilities of Public Safety, the officer will:

A. Immediately inform the on-duty supervisor and request his/her response.

B. Provide emergency first aid as practical.

C. Request and direct additional units for perimeter security.

D. Request additional emergency service response as necessary.

E. Keep Communications informed.

### 6.2.3 Supervisor's Responsibilities

The on-duty supervisor will respond and assume the command of the unusual situation. Upon arrival the supervisor will:
A. Evaluate the situation and make necessary assignments to maintain the health and safety of others.

B. Request assistance via Communications from the local police department or other agency, if necessary.

C. Inform the Director and provide a list of resources necessary.

The on-duty supervisor may request the use of special vehicles, such as bulldozers, or the cherry picker from Facility Services. The use of outside law enforcement special equipment must come from a request made by the Director.

6.2.4 Armored Vehicles

Armored vehicles may be obtained from the local police department. They may be used to shuttle officers to scenes and provide an effective moving barrier to permit officers to move on foot to strategic locations.

6.2.5 Cherry Picker

A cherry picker may be used to conduct rescues from an elevated area, or to effectively move personnel into elevated areas for observation, staging, or perimeter security. The use of University owned equipment may be authorized by the on-duty supervisor, after a request to the Director of Facility Services. The use of the fire department's hydraulic lift must come from the Director. No Department personnel will use the cherry picker without first obtaining permission and direction from the on-scene Public Safety supervisor.

6.2.6 Bomb Disposal Vehicles

Bomb disposal vehicles may be obtained through the local police department. The use of these vehicles is governed by their own departmental regulations. Request for use of these vehicles may be found in the Bomb Threat Policy (Section I 7.4).

6.2.7 Bulldozers and Earth Moving Equipment

Bulldozers and earth moving equipment may be obtained from the University Grounds Department. Permission to use such vehicles must be authorized by the on-duty supervisor and must be requested through the Director of Facility Services.

Earth moving equipment may be used in the event of debris in the roadway, to provide barriers, to reinforce an area eroded due to storm damage, or to gain access to someone who has been buried or trapped.

No Department personnel will operate any vehicle in which they are not trained to operate.
6.2.8 Mobile Emergency Operations Center (EOC)

ISU Public Safety’s Mobile Command was created for use as either an Incident Command Center or a Mobile Emergency Operations Center during an emergency. It is also used as a Command Center for operations during special events. It would be used as an EOC if none of the primary locations are available.

The interior includes four workstations with multiple monitors that can be used to view ISU’s cctv camera system, Spillman and the Ten33 program for dispatch, WebEOC for connection to outside agencies, national and local news, weather, road reports, etc.

In addition it contains day/night work lighting throughout the interior, numerous radio systems, network capabilities, land-line hook-ups, and more. The exterior consists of an awning, outside briefing area, and monitor/TV. It is capable of being hooked up to a building’s electrical input or can operate from a generator. The Mobile EOC is stored in the Heat Plant garage area until needed.

6.2.9 Search and Rescue

Incidents arising on campus requiring rescue techniques will be coordinated with the police and fire department.

For University property outside of the city limits, the Sheriff's Department will be requested to assist and manage the search and rescue mission.

6.2.10 Searching

Canines are capable, under certain conditions, to track and search for persons and items. If this action is requested, the area to be searched will be secured as well as possible to prevent contamination of the scents.

The area will remain secured until the canine and handler have arrived. Once they have begun the search, the canine handler will coordinate the movements of other law enforcement personnel.

The Director of Public Safety will authorize use of a canine unit. Requests will be made to the Pocatello Police Department Canine Unit and/or the Bannock County Canine Unit. Both of these units have attained P.O.S.T. certification for canine units.

Searching techniques for lost or wanted persons will be coordinated by the on-duty supervisor, from an established command post.

In all incidents, officers and other Department personnel will be directed by the Department supervisor. In joint operations with other law enforcement agencies or emergency services, the local police or fire departments will manage the overall operation.
Active Shooter/Barricaded Subjects/Hostage Situations

6.3.1 ISU Public Safety

The University relies upon the Pocatello Police Department’s special units for active shooter(s), barricaded persons, hostage negotiations, and any need for SWAT activities. The Pocatello Police Department is notified of the aforementioned incidents and any other violent or active criminal behavior. At the request of the Director, Kevin Johnson of Idaho State Police will also be notified.

If one of the above-mentioned incidents occurs the on-duty supervisor will:

A. Immediately determine available resources within ISU Public Safety and notify the Director and Captain. If neither the Director nor Captain are available, then the next highest ranking supervisor shall be notified.

B. Contact the University President or available senior staff to approve and coordinate a timely campus notification as specified in ISU’s Emergency Response Plan.

C. Request needed emergency resources such as fire and medical units.

D. Assign available resources to perimeter security, to secure the area, protect bystanders, evacuate if necessary, and render first aid to victims, without jeopardizing the life of the officer(s) and bystanders.

E. After consultation and approval of the highest ranking officer, request the assistance of specialized units through the police department or other agencies as outlined above.

F. Coordinate with the police and fire departments to establish a command post.

Once the immediacy of the incident has been stabilized, the highest ranking officer of the outside agency and a Captain/supervisor on-scene shall jointly work together and command their respective forces as needed based upon the advice and recommendation of the appropriate SWAT and hostage negotiation leaders.
6.3.2 Media

The University Public Information Officer shall immediately be informed of any such activity. The PIO will respond and coordinate the dissemination of information concerning the operation to the media in accordance with University policy.

6.3.3 Response To Hostile Intruder Or Active Shooter

6.3.4 Emergency Action Plan

There has been an increase in not only the number but also the severity of violent incidents in schools in the past few years. It is apparent that campuses of higher education need to be prepared in case there are similar incidents at the university or community college level.

We (Public Safety) have been trained in many different areas for response to specific situations. The events and the incidents of the past several years have given us the opportunity to review and revise policy and procedure in reference to the response to a hostile or aggressive intruder. Time is of the essence and an officer’s quick and decisive actions may very well be the difference between life and death for one of our community members. The community as a whole must be prepared to put this plan into effect and minimize the damage that a hostile intruder can evoke.

The ultimate goal is to neutralize the threat. In any circumstances, time is very important and the responding officer(s) must take quick and decisive action to stop the violence as soon as possible. Any delay could mean additional deaths and injury to the community by the hostile intruder(s).

A. Pocatello Police will be notified and requested to respond. The Pocatello Police will be given the most current information on the situation so that they can respond with the appropriate personnel and equipment. All Public Safety personnel will assist the Pocatello Police by any means available and will be subject to their direction throughout the duration of the incident.

B. Public Safety will respond to the scene. Since it is likely that we will arrive before the police we must be observant and cautious. Our presence should not further jeopardize the safety of others or the officer.

C. Do not sound the fire alarm to evacuate the building. Person(s) may be placed in harm’s way when they are attempting to evacuate the building.

D. Be aware that persons should be locking themselves in classrooms and offices, or evacuating the area by the safest route.

E. If the intruder can be contained, or the violence stops, or the situation has stabilized then the officer(s) will have two options:

1. Continue to contain the situation and await further assistance.
2. Apprehend the subject if officer safety can be maintained.

F. A decision to intervene and the level of intervention by a Public Safety officer must be based on their training, experience, the current circumstance, the arrival time of the police, existing department policy regarding the use of force and whether or not the officer(s) safety can be maintained.

6.3.5 Intruder in an academic building actively causing deadly harm or the threat of imminent deadly harm to persons:

A. Pocatello Police will be notified and requested to respond. The Pocatello Police will be given the most current information on the situation so that they can respond with the appropriate personnel and equipment. All Public Safety personnel will assist the Pocatello Police by any means available and will be subject to their direction throughout the duration of the incident.

B. Officer(s) are dispatched to the location where the hostile intruder has been reported.

C. The dispatcher must ascertain as much information about the situation and relay it to responding officer(s), both Public Safety and the Pocatello Police.

D. If upon arrival, the responding officer(s) is confronted with the fact that the intruder is actively harming or killing individuals, the officer will have to consider their own capabilities in any attempt to control the situation or stop the intruder. The officer may determine:

8. That they are able to confront, contain and are able to subdue and apprehend the intruder with the use of less lethal force, without injury to the responding officer.

2. That they are able to contain the subject to a location and no further deadly harm is actively being inflicted upon members of the community or the Public Safety officer.

3. That they are unable to confront or contain the subject and that they can best serve as a resource to provide perimeter security, protect bystanders, evacuate if necessary, and render first aid to victims, without jeopardizing the life of the officer(s) and bystanders, until the Pocatello Police are on scene.

6.3.6 Hostile intruder in a residence hall actively causing deadly harm or the imminent threat of deadly harm:

A. Follow same procedure as the academic building.

B. Some students may have to be locked in other students’ rooms if they are caught in the hall and away from their rooms.
6.3.7 Hostile person is on the campus grounds actively causing deadly harm or the imminent threat of deadly harm:

A. Pocatello Police will be notified and requested to respond. The Pocatello Police will be given the most current information on the situation so that they can respond with the appropriate personnel and equipment. All Public Safety personnel will assist the Pocatello Police by any means available and will be subject to their direction throughout the duration of the incident.

B. After receiving the call, approach this outside location with extreme caution.

C. When you arrive, a scenario may exist with an extraordinary amount of confusion, disbelief and panic. People could be running in all different directions.

D. Try to choose a cover location for yourself so you will not be in the path of the hostile intruder.

E. If the hostile intruder is actively trying to kill people on the grounds and the subject continues to pose a threat of death or serious physical injury, the officer will have to consider their own capabilities in any attempt to stop the hostile intruder. The officer may determine:

1. That they are able to confront, contain and are able to subdue and apprehend the intruder with the use of less lethal force, without injury to the responding officer.

2. That they are able to contain the subject to a location and no further deadly harm is actively being inflicted upon members of the community or the Public Safety officer.

3. That they are unable to confront or contain the subject and that they can best serve as a resource to provide perimeter security, protect bystanders, evacuate if necessary, and render first aid to victims, without jeopardizing the life of the officer(s) and bystanders.

F. Officers must be aware of their own capabilities and potential injury to themselves in any attempt to apprehend a subject in this type of situation.

G. If you contain the subject, warn the public to stay clear.

H. Be prepared for the subject to attempt to flee during the containment process.

6.3.8 After-Action Report

The Incident Commander is responsible for the completion of the After Action Report that will include significant events, personnel assigned, hours worked, equipment utilized, any actions taken to include arrests summaries of types and numbers, criticism and recommendations for future events, and any other information deemed pertinent to improve or document the incident. The Director may also contribute to this report and will forward a complete report as deemed appropriate by the Director.
Dignitary Protection

6.4.1 Visiting Dignitaries

The University campus is visited by dignitaries (VIP) of various levels. Frequently campus visits are held in conjunction with the Metropolitan Area Federal Law Enforcement Staffs and a multi-agency responsibility is necessary. Public Safety will work with the appropriate protective details of the Pocatello Police Department, Department of Public Safety, Bannock County Sheriff's Department, and any other agencies that may be involved.

6.4.2 Coordination

The Director will coordinate all scheduled assignments and activities involving the VIP visit. The Director or his designee will be responsible for all activities and will utilize the investigative unit and Public Information Officer extensively. In addition, a selected portion or the entire Department may be required to participate in VIP protective assignments.

In the event other law enforcement agencies are involved, every effort will be made by the Department to coordinate all activities, share communications, and provide continued multi-agency law enforcement efforts.

6.4.3 Medical and First Aid Facilities

Bannock Regional Medical Center will be alerted prior to the visit by the Director. The fire department paramedics will be alerted and advised of the pending visit, and advised of the most direct route to respond in the event of an emergency.
6.4.4 Uniforms for VIP Protection

Unless specified otherwise by the Director, all officers, when involved, will be in a Class A uniform with appropriate Departmental issued equipment.

6.4.5 Plain Clothes

Officers and civilians working the event in a plain clothes capacity will be identified by a lapel pin issued by the Department or another agency, such as the Secret Service.

6.4.6 Body Armor

The Director will require officers working the event to wear their issued body armor.

6.4.7 Vehicles

The Department will utilize whatever vehicles necessary to work the event.

6.4.8 Assignments

The Director will generally assign a Captain to oversee the field activities including:

A. Motorcade - primary and alternate routes.
B. Emergency routes and facilities.
C. Liaison with other local agencies.
D. Site control and coordination of the University Crisis Management Team.

The investigative unit will generally be responsible for site protection, intelligence gathering, and close-in personal protection.

The Public Information Officer will be responsible for all news media related activities, Departmental news releases, and assignments of news media personnel in conjunction with the University Marketing and Communications Office.

In the event that only the University is involved in a site visit, the Department will have sole responsibility of on-site coverage and may request supplemental assistance from other agencies. If the Secret Service is involved, every effort will be made within the Department's resources to assist the Secret Service and fulfill their needs and expectations.
6.4.9 Communications

Prior to the visit, a radio channel will be designated as the working channel for the event. All officers working the event will be required to remain on this channel.
Training

1.1.1 Purpose

The three main purposes of training are:

1. To prepare members of the Department to act decisively and correctly in a broad spectrum of situations,

2. To promote greater productivity and effectiveness within the Department, and

3. To promote cooperation and unity of purpose.

The goals of training within the Department are to increase the level and quality of services that are authorized or required by law as well as those required by the function of the Department within a University community. Training further promotes the goals and objectives of the Department.

Training provided by the Department will be job task oriented and is intended to enhance an employee professionally and personally.

1.1.2 Supervision - Training Function

The training function shall report to the Management Assistant. In conjunction with this task is the coordination of all FTO programs, which is the responsibility of the supervisor in charge of the FTO program.

1.1.3 Responsibilities

The duties of the unit will include:

A. Posting of training classes sponsored by the Idaho Peace Officer Standards and Training.
B. Maintaining POST required training files, to include background investigations, diplomas, certificates, birth certificates, and other documentation as required by the council.

C. Coordinate and schedule officer training as required.

D. Coordination and scheduling of officers for POST and other classes.

E. Videotaping of training as required.

F. Assist in other facets of training as necessary.

G. Ensuring that POST and other training courses are attended by receiving a copy of the certificate and filing that copy in the proper training file(s).

H. Serving as liaison between the POST academy staff and the Department while Department officers are attending courses at the academy.

I. Coordination of in-service training for employees.

J. Maintenance of all in-service training records.

K. Update Departmental personnel as necessary concerning training issues and concerns through development of training programs and informational updates.

L. Plan and develop training programs for employees.

M. Ensure that required training sessions are attended as required.

N. Selection of instructors for training sessions.

O. Evaluation of in-service training programs.

P. Maintain research statistics and data files on equipment.

Q. Liaison with city/county training coalition.

R. Assist with coordination of continuing officer training activities.

1.1.4 Posting of Training

The POST training calendar is available from the Associate Trainer. A copy of the training calendar will be distributed to each Patrol Captain.

Special training opportunities will be announced through the Associate Trainer. A posting of special training opportunities will be found on the Departmental announcement board in the briefing room.
1.1.5 Training Development

It will be the responsibility of all employees to bring to the attention of their immediate supervisor recommendations for changes or the need for additional training. Supervisors may, and are encouraged to provide training as necessary for their respective units as a result of evaluations, or observed needs.

The Associate Trainer will be responsible for the coordination of all events other than POST classes.

1.1.6 Attendance at Training Events

Employees will attend all mandatory training. Exceptions to this will be as a result of:
A. Illness.
B. Previously scheduled vacation, compensatory, or holiday time.
C. Work related activity.
D. As approved by the Director.

Documentation for attendance by employees at training sessions will be a sign in attendance sheet. Employees are responsible for signing in and the course instructor shall certify the attendance.

1.1.7 Training Make-up - Requirements

Employees who are excused from attending the scheduled training session shall be responsible for coordination with the Associate Trainer for making up the missed session. The Associate Trainer is responsible for ensuring that all employees have received the appropriate training within a month following the original training date.

Attendance at training sessions shall be documented and maintained on file for a minimum of two calendar years.

Any employee who fails to attend a scheduled training make-up session without just cause and timely notification will be subject to disciplinary action.

1.1.8 Reimbursements for Training

With prior consent employees are allotted a per diem for training in accordance with established travel policy of the University.

1.1.9 New Hire Officer Training

The purpose of this procedure is to detail how a new Public Safety officer will be administered new hire training. This training must be successfully completed prior to the issuance of any uniform or equipment, and before any other training is given.
The new hire training will be coordinated by the Patrol Supervisor and the Associate Trainer. It will be assigned by the Patrol Supervisor to the Patrol Sergeant to administer to the new hire. The Patrol Supervisor will oversee the Sergeant and keep the Training Officer informed.

Responsibility of the New Officer

1. The newly hired officer is required to successfully complete new hire training prior to being issued a uniform or being introduced to the required FTO Program.

Responsibility of the Patrol Supervisor

1. To coordinate new hire training with the Associate Trainer.
2. To assign a newly hired officer to a Sergeant for new hire training.
3. To oversee the new hire training and keep the Management Assistant informed.

Responsibilities of the Training Officer

1. To oversee and ensure the coordination of training is being done efficiently and effectively.
2. To keep the Director informed.

Responsibilities and Duties of the Patrol Sergeant

1. To administer the new hire training to the newly hired officers.
2. To ensure the new hire training is completed in a timely manner as indicated on the IACLEA New Officer Training Form.
3. To administer the tests at the end of each chapter of new hire training.
4. If only one or two answers are wrong on the test, the Sergeant may assist the officer in finding the correct answer.
5. If too many answers are wrong, the Sergeant will have the officer repeat that chapter until the officer can pass the test.
6. The Sergeant will keep the Patrol Supervisor informed of the progress of the new hire training.

Responsibilities and Duties of the Associate Trainer

1. To coordinate with the Patrol Supervisor and schedule new hire training of the new officer.
2. To maintain training records, certificates, files and other documentation as required.
3. Assist in other facets of the training as necessary.
1.1.10 Annual Training

The purpose of this procedure is to establish how annual training for Public Safety officers will be administered. This training must be successfully completed by each officer to ensure their position in the Department.

Public Safety officers must keep current on all required annual training. Additional training may be requested by the officer or assigned Patrol Supervisor as it becomes available.

Responsibilities of the Patrol Officer

1. To make sure they are current on all required training by attending scheduled training sessions.
2. Officers that cannot attend a scheduled training must have the permission of the Patrol Supervisor to be absent.
3. Missed training must be made up as soon as possible and in some cases at the officer’s expense and on his/her own time.

Responsibilities of the Patrol Supervisor

1. To coordinate annual training with the Associate Trainer.
2. To insure that missed training is made up as soon as possible.
3. To oversee the annual training and keep the Management Assistant informed.

Annual Training will consist of the following:

- Operations Manual Reading
- Reactor Training
- Use of Force Training
- Firearms Training (3 times per year)
- Impact Weapons
- Weapons Retention
- Evac Chair Review
- Patrol Procedures – Arrest, Search & Seizure
- HR Training (Customer Service, Respectful Workplace and Hazmat)
- Legal Updates
- Hazmat Training
- Arrest Techniques
- Firearms Qualifications (Fall)
- TASER Training
- OC Review
- Bike Patrol

1.1.11 Outside Resources In Training Development

The Department works closely with the Office of Employee Relations and Human Resources. These two departments provide a variety of training for employees concerning University related issues and topics. The Department also utilizes members of the community such as the Law Enforcement Training Network (LETN), POST, Crime Prevention Association, local police department, and other local, federal, and state law enforcement agencies, as well as members of the faculty and staff of the University.
1.1.12 Course Outlines - Objectives

Course outlines are established to provide the instructor and students with a clear idea of the material in the lesson plan. The outline should include a specified method of instruction.

All in-service training programs will have a formalized course outline approved by the responsible Sergeant.

All outlines shall have at a minimum:

A. An established set of objectives.
B. A method of evaluation - either verbal or written.
C. A course evaluation by the participants.

All Department training programs presented will include:

A. A formatted lesson plan.
B. Statement of performance objectives.
C. Specific training information.
D. Method of instruction.
   1. Lecture
   2. Role play
   3. Group activity
   4. Other
E. Evaluation Criteria

1.1.13 Testing

Competency-based testing shall be used to measure participant knowledge in job related skills. In agency administered programs, the basis for testing will be written, verbal, demonstration, or a combination thereof. It shall be a requirement that designated officers satisfactorily pass re-certification as established in the Use of Force Policy (See Chapter III Section 1.1).

Use of Force Policy

In other agency administered training, the basis for testing and measurement of participant knowledge will be outlined in the course lesson plan.

For training outside the Department, testing and measurement will be mandated by POST standards.

Any grade associated with testing will be recorded in the employee's training record.
1.1.14 Training Certification

Any employee attending training where a certificate is issued shall make a copy of the certificate and forward that copy to the training office for inclusion into the employee’s permanent training record.

If no certificate is presented, the employee shall write an officer’s report and submit it to the training office via the chain of command detailing:

A. Who sponsored the class?
B. Class title.
C. Classroom hours of instruction.
D. Dates and location of the class.

1.1.15 Defensive Driving

Any employee who routinely operates a motor vehicle as a part of their regular job responsibilities shall be required to attend a defensive driving training program every two years.

Employees who fail to satisfy minimum requirements for proficiency will have their driving privilege suspended until such times as proficiency is demonstrated.

Remedial training for defensive driving shall be scheduled within ten days. Employees who fail to demonstrate proficiency may be subject to disciplinary action up to and including termination.

1.1.16 Training Records Update

Following completion of any training program, in or out of the Department, the training record maintained by the training officer shall be updated. Copies of all certificates for training shall be placed in the appropriate training file. If proficiency testing is conducted, the results of the testing shall become part of the appropriate training files.

1.1.17 Release of Training Records

Training records may be released only after receiving written authorization from the Director, for inspection by POST, or upon receipt of a subpoena issued by a court of law.
Training Program Development

1.2.1 Requirements

During the development of training programs, instructors will ensure the curriculum is job/task related, with respect to time allotments and content.

1.2.2 Performance Objectives

Performance objectives will be developed to acquaint the training participant with the information they are required to know, the skills that must be demonstrated, and the circumstances under which the skills will be used. Performance objectives should be based on the elements of job task analysis for which formal training is needed, and provide the following:

A. Provide clear statements of what is to be learned.

B. Provide the basis for evaluating the participants.

C. Provide a basis for evaluating the effectiveness of the training program.

1.2.3 Lesson Plan Policy

In the development of lesson plans the instructor should ensure that the subject to be covered in training is addressed completely and accurately.

Guidelines and formats for lesson plan development will be provided to the instructor when lesson plans are required. (Lesson plans will be required for all training courses.)

Lesson plans will be developed in a cooperative effort between the instructor and supervisor assigned to training.
Personnel developing lesson plans will utilize the standard lesson plan format and submit it to the supervisor assigned to training for approval.

Prior to approval of any lesson plan the supervisor shall review the lesson plan for the following content:

A. Statement of performance objectives.
B. Content of training.
C. Instructional techniques.
D. Evaluation techniques.
E. Existing POST requirements.
F. Current agency policy compliance.

Upon approval the training supervisor will copy and file the lesson plan for use in Department training.

1.2.4 Recruit Training

The Idaho State University Department of Public Safety does have a basic officer recruit/new hire training program. Officer recruits are required to complete the recruit/new hire training prior to entering into the FTO Program (See Chapter IV Section 1.1.9 of this Manual). Attendance at a recognized training academy is strongly recommended for recruits who do not possess a valid certification.

The Director may provide input and guidance for recruits attending training academy programs. Course content and training needs or other concerns will have weight concerning the attendance of a desired training academy.

All recruits attending an academy shall abide by all academy rules and regulations as well as Departmental rules and regulations.

1.2.5 Training Curriculum

Current minimum training curriculum will be based upon the following subject areas.

A. Introduction to Law Enforcement:
   1. Introduction to Criminal Justice
      a. History of Law Enforcement
      b. Criminal Justice System
2. Law Enforcement Services

3. Supervision and Management

4. Ethics and Professionalism

5. Appearance

B. Law and Legal Matters:

1. Introduction to Criminal Law

2. Criminal Law

3. Liquor Laws

4. Police Liability

5. Laws of Arrest

6. Search and Seizure

7. Rules of Evidence

8. Civil Process (Summons and Subpoenas)

9. Administration of Criminal Justice

10. Judicial Systems

11. Juvenile Laws and Procedures

12. Courtroom Considerations:
   a. Courtroom Demeanor
   b. Courtroom Procedures
   c. Courtroom Observation

13. Constitutional Law

14. Search and Seizure Practical:
   a. Search Warrants
15. Escalation/De-escalation of Force

C. Patrol Procedures:

1. Patrol and Observation

2. Arrest Techniques:
   a. Stop and Approach Practical

3. Domestic Disputes and Crisis Intervention:
   a. Domestic Violence Statutes
   b. Domestic Violence Tactics
   c. Domestic Violence Role Play

4. Crimes in Progress:
   a. Handling Crimes in Progress
   b. Officer Survival - Building Search
   c. Building Search Practical
   d. Search Warrant Entry
   e. Deadly Errors
   f. Officer Safety Traffic and Unknown Risk Stops
   g. Officer Safety Traffic
   h. Traffic - High Risk Felony Stops
   i. Traffic Stop - Nighttime Practical

5. Crowd and Riot Control

6. Bomb Threats and Disaster Training:
   a. Hazardous Materials
D. Traffic Enforcement and Investigation:

1. Drug Recognition
2. Driving Under the Influence Cases
3. Driving Under the Influence Field Tests
4. Driving Under the Influence Practical
5. Traffic Citations:
   a. Police/Violator Relations
   b. Mechanics
6. Traffic Accident Investigation:
   a. Traffic Accident Manual
   b. Accident Investigation - Class
   c. Minor Accident Practical
   d. Accident Investigation Practical
7. Techniques for Directing Traffic
8. Traffic Law

E. Criminal Investigation:

1. Crime Scene Processing
2. Crime Scene Practical
3. Collection and Preservation of Evidence
4. Function of Crime Lab
5. Interviewing and Interrogation
6. Organized Criminal Activity
7. Preliminary Investigation
8. Assault Investigation
9. Burglary Investigation
10. Auto Theft Investigation
11. Robbery Investigation
12. Sex Crimes Investigation
13. Death Investigation - Patrol Response
14. Death Investigation - Medical Examiners
15. Narcotics and Dangerous Drugs
16. Fingerprinting

F. Community and Police Relations:
1. Police/Public Relations
2. Crime Prevention
3. Human Communication
4. Minority Relations/Diversity Awareness/Bias-Based Profiling
5. Street Gangs
6. Cults and Deviate Groups
7. Silent Witness Program (88-CRIME)
8. Cross-cultural Program
9. Social Psychology - Victim/Witness:
   a. Social Psychology
   b. Crisis Intervention
c. Crisis Communication

G. Records and Reports:

1. Report Writing and Nelson-Deny

2. Report Writing - Accident Narrative

3. Records, Files, and Systems

H. Proficiency Skills:

1. First Aid

2. Firearms Training:
   (Will be provided by the ISU Law Enforcement program using P.O.S.T. Certified instructors.)
   a. Legal and Moral Aspects
   b. Firearms - Classroom
   c. Firearms - Range

3. Physical Conditioning:
   a. Physical Assessment
   b. Physical Training

4. Defensive tactics:
   a. Physical Control Techniques
   b. Baton Training

5. Defensive Driving:
   a. Class
   b. Pursuit Driving
   c. Night time

I. Administrative and Elective Time:
1. Orientation
2. Drill and Ceremony
3. Examinations:
   a. Weekly Exams
   b. Exam Review
4. Stop and Approach Briefing
5. Stop and Approach Debriefing
6. Shooting Review Boards
7. Graduation Prep and Ceremony

J. Elective Time:
1. Mental Conditioning
2. Police Stress:
   a. Self-Hypnosis
   b. Work Related Stress
3. Criminal Psychology
4. Intoxilyzer Training/Certification
5. Post Shooting Trauma
6. Officer Involved Shootings
7. Nutrition

1.2.6 Curriculum - FTO

The Field Training Officer (FTO) Program will be based on job task analysis. The job task analysis is based upon areas of performance criteria as identified and updated.
1.2.7 Evaluation Techniques

Various evaluation techniques may be utilized to measure recruit officer competency.

A recruit may demonstrate competency in any of the performance areas by meeting minimum performance standards outlined in the FTO manual.

Performance may be measured by observation of a behavior in an actual field situation, and by rating the recruit on a Daily Observation Form (available for training employees) from satisfactory to unsatisfactory.

Evaluation of required skills, knowledge, and ability may also be accomplished through the use and documentation of role play, written and verbal testing and remedial training.

In all evaluations of skills, knowledge, and ability, the rating officer (FTO) shall follow performed criteria, standardized guidelines, and evaluation criteria for each of the 30 performance areas as outlined in current field training manuals.
Training Instructors

1.3.1 Selection

Basic instructor certification is a regular training item offered by POST. Dates may be found in the training calendar. Officers wishing to become instructors must first submit a request for training to their immediate supervisor for approval. That request will then be forwarded to the training section for processing and then forwarded to the Director for approval.

Only officers with a current evaluation of satisfactory or above, not currently on any type of disciplinary probation, and with the interest in teaching will be considered.

Officers serving as instructors either in-house or outside the Department shall be POST certified instructors. This basic certification allows the instructor to teach any POST approved lesson plan. Those officers wishing to instruct in specialized areas shall, in addition to basic instructor certification, be certified as proficient in the area by POST.

1.3.2 Tenure of Training Instructors

Certified instructors will attend updated training classes in their area of expertise as required by POST.

Instructors may be utilized for as long as they remain updated and certified on the material they teach. Instructors may be relieved from future instruction by the Director for just cause or upon the request of the instructor.

1.3.3 Outside Instructors

Utilization of instructors from other law enforcement or public sector agencies will be coordinated through the training section. Only those instructors that are certified by POST or are recognized experts in their field will be utilized. Outside instructors will be selected after an evaluation of training needs.
Certification Process

1.4.1 Purpose

All employees will receive instruction on the certification process. New employees will be given a certification overview during their orientation to the Department. Certification updates will be given periodically during the self-assessment phase, as well as during the recertification period either at roll call or through Departmental meetings.

1.4.2 Requirements

All members of the Department will attend a review of the certification process prior to the on-site assessment or reassessment.

Annual training will be recorded in personal training files and the dates of completion of each required course. A note indicating complete certification for all required courses will be placed in the training files following required course completions per individual, for that year.
Inter/Intra Agency Training

1.5.1 Purpose

A cooperative effort among different law enforcement agencies in conducting training can increase effectiveness, improve coordination, and promote a better understanding among criminal justice agencies. This type of training and cooperation is encouraged and should be implemented.

1.5.2 Inter-Agency Training

Training programs sponsored by the University will be instructed by POST certified instructors.

All training outlines/lesson plans must have prior approval by the police supervisor assigned to training.

Inter-agency training will be approved by the Director and coordinated with the Associate Trainer. The Associate Trainer will coordinate the following.

A. Agencies to be invited
B. Number of slots available
C. Any associated costs

1.5.3 Intra-Agency Training

Any training program sponsored by an outside agency may be attended by a member of this Department.

Participation shall require approval of the requesting employee's supervisor. Any associated fees or expenses must have prior approval.

Any training requiring extended travel, per diem, and lodging will receive reimbursement in accordance with established travel policies.
Field Training Program/Officer in Training

1.6.1 Field Training Program

The Department shall utilize a Field Training Program to provide new officers and Officers in Training (OIT) with "on the street" experience.

1.6.2 Officer In Training Program (OIT) - Duration

The Officer in Training (OIT) program shall be for a period of ten weeks. The program may be extended to ensure satisfactory performance. The field training program shall be a required part of the probationary period.

During the field training program, the OIT will participate in a minimum of three training phases. Each phase will cover specific topics and will be administered by a Field Training Officer. Guidelines shall be set forth in the Field Training Manual.

1.6.3 Days Off

OIT will assume the same days off as their current FTO.

1.6.4 Rotation of Field Training Officers

During the field training period the OIT will be rotated to a different FTO after every phase of training. Rotation should include, when possible, all three patrol shifts. This rotation will enhance the recruit officer's knowledge of the changing conditions within the community.
1.6.5 Evaluation of Recruits

Evaluation of recruits shall be governed by the Performance Criteria and Standardized Guidelines of the FTO manual.

Recruits shall also receive University performance appraisals at the end of their probationary period. The standard Personnel Performance Appraisal shall be used for these evaluations. The Sergeants are responsible for the timeliness of these evaluations.

1.6.6 Selection of Field Training Officers (FTOs)

Officers interested in attaining FTO status shall complete an officer’s report indicating their interest and qualifications. The officer’s report shall be forwarded through the chain-of-command to the FTO Coordinator.

Immediate supervisors may include their recommendations or any other information they believe would assist in the evaluation of the officer.

1.6.7 Qualifications for Field Training Officers

To be considered for a FTO position, officers must have three years of officer experience or related experience as determined by the Director. (See General Order Specialized Assignments Section 5.1).

Officers selected shall be required to attend an approved Field Training Officer school.

1.6.8 Selection

Field Training Officers will be selected by use of a command interview. The interview will include:

A. Director
B. Captain
C. FTO Coordinator
D. (Optional)

During the command interview, the officer's personnel file, employee's performance records and other items specific to the position may be reviewed. See General Order Specialized Assignments.

1.6.9 Supervision of Field Training Officers

Field Training Officers will be supervised and evaluated by the squad supervisor to whom they are assigned. During the periods of active training, the squad supervisor will be the primary supervisor with collaboration between the supervisor and the FTO coordinator.
1.6.10 Training Requirements for Field Training Officers

Officers selected for FTO status shall complete a basic 40 hour Field Training Officer's school sponsored by or approved by POST or the School of Applied Technology Law Enforcement.

Upon completion of the basic FTO school, the officer shall complete a minimum of four hours of Departmental in-service training conducted by the FTO coordinator. The in-service training shall cover the Department FTO program and the specific program's administration.

Field Training Officers may attend the Basic Instructors Course sponsored or approved by POST as well as other courses designed for supervision and training methods.

Officers in a Field Training Officer status will maintain a minimum of eight hours per year training either through in-service or POST schools in order to remain proficient in teaching methods, police procedures, and traffic, constitutional, and criminal law.

1.6.11 Supervision of Officers in Field Training

The Field Training Officer is responsible for the daily evaluation of the OIT. Any inquiries concerning specific training problems or deficiencies from an OIT shall first be addressed by the respective FTO. If the FTO is unable to resolve the problem he/she will direct the training inquiry to the FTO coordinator, only after advising the immediate supervisor of the problem or deficiency.

Officers in Training shall follow the chain of command.

1.6.12 Recruits Attending Basic Probationary Training

Recruits attending basic training shall meet the requirements as established for graduation and certification. Recruits failing to meet these requirements may be terminated.

While attending training, the training officer will be responsible for serving as liaison between the recruit and Department. The training officer shall keep the appropriate Captain informed in writing of specific difficulties with the recruit while he/she attends basic training.

Liaison with training staff concerning specific training problems or deficiencies and the FTO program may be accomplished by the FTO coordinator, after advising the Captain.

The FTO coordinator will remain current with POST training guidelines and course curriculum or the University law enforcement course curriculum.
Advanced Management or Technical Training Programs

1.7.1 Program Types

There are a number of advanced management programs which include the POST and University programs available to Department supervisors.

1.7.2 Requirements

To attend one of the advanced management classes, the officer must be of a rank of at least Sergeant, not on any type of disciplinary probation, and must have completed the most recent evaluation with an overall "meets job requirement." Requests to attend one of these executive seminars shall be submitted to the Director, via chain of command, by an officer’s report, explaining the need and benefit of attending the seminar. The Director will make the final recommendation for attendance.

1.7.3 Assignment Following Training

Personnel will be assigned to their prior assignment upon return from training, or may be reassigned to another position based upon need and availability.

1.7.4 Training Following Promotion

Once the selection process has resulted in promotion, the Department provides training to prepare newly appointed supervisors and commanding members for their added responsibilities. Dependent upon the level of supervision or management involved, an attempt is made to familiarize individuals with problems that they may face and to assist them in developing suitable responses to those problems.

Training will be conducted for all promoted personnel as applicable to the new work assignment. Supervisory, managerial, and other positions will successfully complete at least 40 hours course criteria pertaining to the new work assignment, appointment, or promotion within two years of appointment or promotion.
Specialized Training - Requirements

1.8.1 Specialized Assignments

Certain areas within the Department require specialized skills or training. An employee who fails to meet the minimum qualifications will not be considered eligible for the assignment. An employee who fails to maintain a satisfactory performance level may be relieved from the assignment.

1.8.2 Skills Required

Special skills are required for the following positions:

A. Field Training Officer
B. Bicycle Officer
C. Public Information Officer
D. Motorcycle Patrol Officer
E. Defensive Tactics Instructor
E. Radar Patrol Officers

1.8.3 Proficiency

Officers assigned to these areas must maintain proficiency and knowledge within their respective fields. Bicycle Officers will be required to demonstrate proficiency at re-certification annually.

1.8.4 Defensive Tactics

Defensive tactics instructors shall maintain proficiency and receive updated instruction in the area as mandated by the Department, POST, or other certifying authority.
1.8.5 Radar Training

All officers using the radar must be trained by a certified radar instructor. Recertification is required yearly.

1.8.6 Management and Supervision

Management, administration, and supervision of the specialized assignments are established in General Orders (Section 5.1) concerning the position. Officers shall become familiar with the duties and responsibilities associated with the individual area of specialization.

1.8.7 Performance Standards

Performance standards of the specialization will be established by the supervisor in charge of the unit, and remain consistent with Departmental goals and objectives. Officers assigned to specialized assignments shall receive on the job training when first assigned to the unit, and will receive continued on the job training for the duration of the assignment.

1.8.8 Time Periods for Training

Training will be provided for all specialized areas within 30 days of assignment, with the exception of the Public Information Officer. Specialized training for this position will be provided as soon as possible following appointment. No other officer will actively participate in this assignment until he/she has satisfactorily completed an approved training course.

1.8.9 Communications Personnel

Communications personnel shall receive training in accordance with the Communications training program, to include (but not limited to):

A. Radio operation
B. Emergency procedures
C. Public relations
D. Use of the computer and emergency phone systems
E. Report Corrections and Filing

1.8.10 Records Personnel

Records personnel shall receive training with the operation of the computer system, filing and reporting process. Personnel shall further become familiar with the release of information as governed by state and federal statutes. Records personnel shall receive training in any updated UCR requirements and reporting procedures.
Remedial Training

1.9.1 Requirements

Remedial training provided must have a training outline prepared and approved for the specific type of remedial training to be given. These training outlines must be approved prior to conducting the training.

Remedial training may be provided when:

A. An employee's performance has been evaluated as "needs improvement" or "unsatisfactory" in any work performance category or rated as "needs improvement overall" on annual or special evaluations by a supervisor.

B. A specific incident or overall performance indicates a special need for training or upon recommendation of the employee's supervisor(s).

C. Recommendation of a Board of Inquiry or Accident Review Board.

D. Performance in a critical area of any training program is rated as "not satisfactory." Critical areas are defined as:

1. OC
2. Arrest Techniques
3. Driving

E. As an alternative to or in conjunction with disciplinary action upon approval of the Captain.

Any remedial training will be coordinated between the employee's supervisor, the Lieutenant, and the training officer. Recommended and remedial training will be forwarded to the Lieutenant. The recommended remedial training will have a clear timetable indicating when the training will be completed.
Remedial training shall occur within the following timetable:

A. OC–7 days
B. Arrest Techniques–7 days
C. Driving–10 days

Supervisors will also be responsible for providing and documenting any instruction offered within the practical limitations of roll call training. All methods of improving performances shall be documented by the appropriate trainer. Results and recommendations on the success of the remedial training shall also be documented.

1.9.2 Failure to Report for Remedial Training

Any employee who fails to attend a scheduled remedial training session without just cause and timely notification will be subject to disciplinary action.
Roll Call Training

1.10.1 Purpose

Roll call training is intended to keep all officers updated and informed of current law enforcement techniques and information and other information as needed.

Roll call briefings may include roll call training. The purpose of roll call training is to update officers between formalized training sessions, in such areas as:

A. Changes in Departmental rules and regulations
B. Changes in criminal and civil statutes
C. The Law Enforcement Training Network (LETN)
D. Officer safety techniques
E. New investigative techniques and procedures
F. Critical incident management
G. Safety issues

1.10.2 Coordination

Roll call training will be coordinated through the training officer. Individual supervisors may submit proposals and requests for training and evaluation of past roll call training.

Instructional methods will be standard methods which may include audio/visual, lecture, and participatory interaction.
Planning for roll call training will be coordinated through the training officer. Supervisors are not limited to just those training sessions. Individual supervisors may conduct training session they feel are needed to meet individual needs. All officers are encouraged to utilize LETN when available as an on-going supplement to regularly scheduled training.

Nothing in this policy will preclude an employee from presenting information received as a result of recent training or knowledge.

The Departmental liaison will, upon identification and implementation of new training at POST, provide that new information to the Department through roll call training.
Reimbursements for Training

1.11.1 Purpose

The Department will at times utilize training programs outside the general service area to provide needed training to Department employees.

Certain expenses such as transportation, lodging, meals, and other fees may be eligible for reimbursement to the employees under University guidelines.

1.11.2 Department Requirements

All receipts submitted for reimbursement will be presented to the Administrative Assistant within three working days, upon return from the training exercise.

1.11.3 University Guidelines for Reimbursement

The University will reimburse costs for transportation, lodging, meals, registration, and other related business expenses which are approved by the state legislature.
Communications

1.1.1 Operations

Communications shall be a unit within the Department and will be staffed 24 hours daily. Communications is under the direction of a Captain. Communications may also be referred to as Dispatch or Operations.

Each patrol Sergeant is responsible for the daily interaction between patrol and Dispatch. Dispatchers will report to the assigned supervisor for the administrative functioning and operation of Communications.

1.1.2 Communications Personnel Responsibilities

Communications personnel are responsible for:

A. Dispatching by radio or phone emergency and non-emergency calls for service, prioritizing calls, and the dispatch of appropriate Public Safety units to the incident or scene.

B. Relay pertinent information in a factual, concise manner; relay instructions or inquiries to police, Public Safety, fire, medical units, and Facilities Services/Public Safety directors. (SNOW CLOSURES, see Dispatch or Chapter III Section 2.1.25).

C. Monitor fire and intrusion alarms and dispatch accordingly.

D. Type incident logs reflecting activity during a shift, house and collate reports, and store until reviewed and filed.

E. Monitor scanner and security cameras, and relay campus information.

F. Confirm warrants.

G. Serve as the main switchboard for ISU Public Safety.

H. Confirm stolen vehicles and articles.
1.1.3 NCIC and Local Computerized Information

ISU contracts with the PPD for NCIC and Idaho Criminal Justice Information. All inquiries will go through the PPD.

1.1.4 Federal Communications Commission (FCC) Guidelines

To maintain the applicable FCC license, radio transmissions, and the use of the radio must be in compliance with established FCC regulations (Found in Code of Federal Regulations Title 47).

1.1.5 Recording and Reviewing Radio and Telephone Transmissions

All radio communications and telephone conversations to and from the Communications Center will be recorded. All incoming and outgoing telephone conversations in the Communications center will also be recorded on the dispatch log. Recorded radio communications and telephone conversations will be retained for a minimum period of 30 days. The recordings will be kept on the hard drive of the Voice Logger computer system, unless otherwise requested by a supervisor. Reviewing of recorded radio communications and telephone conversations will be done only at the request of a supervisor.

Reviewing Procedures

This task should only be performed by the dispatcher on duty, and only with authorization from a supervisor. To review or play back recorded radio and telephone transmissions:

1. Double click on the Login bar (the lock icon)
2. Hit enter (there is no login or password)
3. Double click the device you want to review (i.e. Dispatch 1 Phone, Public Safety Radio, etc.)
4. Select the time period you want to review.
5. Click to play - make sure your speaker is on and the volume is up

1.1.6 Operations- Telephones

The Department maintains business telephone lines in Communications which are used for business and emergency use. In addition, Public Safety maintains an emergency telephone system. The lines are toll-free lines intended for emergency service between 07:30 and 24:00 Monday through Friday. Communications also maintains emergency direct 911 telephone line.

1.1.7 Blue Light Emergency Poles

The ISU emergency blue light poles are required to be tested weekly.
On Friday of each week, the blue light pole check sheets are posted in the squad room. The work sheet must be completed after each pole check. One work sheet is completed for each emergency pole. Any reports of repairs must be indicated on the work sheet. The completed work sheets are to be posted back in the squad room by Monday at 0800 hours.

Officers are required to post “out of order” pole covers on any emergency pole that is malfunctioning.

**ISU Main Campus**

It is the responsibility of the Monday midnight shift officer to test the serviceability of the emergency blue light poles. This should be completed between 0330 - 0530 hours.

**The Pocatello Police Department must be notified before completing the checks.**

**Idaho Falls University Place**

It is the responsibility of the Saturday day shift officer to contact the Idaho Falls University Place officers to ensure serviceability of the University Place emergency blue light pole. Report any repairs in the work sheet in the squad room. Officers are required to insure the “out of order” pole cover is placed on any emergency pole that is malfunctioning.

### 1.1.8 On-Duty Rosters

The patrol supervisors for each shift and division shall ensure that a roster of assignments is transmitted to Communications at the beginning of each shift.

The assignment sheet will include:

A. Employee's name
B. Employee's assignment
C. Employee's vehicle number
D. Current civil and criminal court dates
E. Key set number

### 1.1.9 Telephone, Page r, and Cellular Telephone Lists

Communications shall maintain a current telephone and address listing of all Departmental employees. This list shall be immediately accessible for reference. Communications shall maintain an accurate roster of all assigned Pagers and cellular telephones.
1.1.10 Misdirected Calls for Other Agencies - Emergencies

Emergency calls for service received through the emergency system, which have been misdirected will be transferred via the regular system to the appropriate agency.

Emergency calls received on the business lines for another agency will be handled as follows:

A. The dispatcher will gather the pertinent information, and then transfer the call to the agency of jurisdiction.

B. The dispatcher will direct the caller to remain on the line during the transfer.

C. The dispatcher will remain on the line to insure a proper transfer. If during the transfer the caller is lost, the dispatcher shall relay all known information to the agency of jurisdiction.

Under no circumstance will a dispatcher fail to assist a caller reporting an emergency, regardless of jurisdiction.

1.1.11 Non-Emergency Calls

For non-emergency calls, the dispatcher will advise the caller of the appropriate jurisdiction and request the caller personally contact the agency.

1.1.12 Calls for Service

At the time a call for service is received by Communications, either from a citizen or a member of the Department, dispatch will record:

A. Call number

B. Date and time received

C. Complainant's name, address, and re-contact telephone number

D. Nature of the call

E. Location of occurrence

F. Officer(s) assigned (primary and back-up officer)

G. Dispatch time

H. Arrival time
I. Clear the scene time

J. Completion time - including UCR clearance

If a suspect(s) description is given, the applicable information will be included on the call card and shall be relayed to the responding officers. If a description of a vehicle is given it will also be recorded and relayed.

**1.1.13 Dispatching of Calls**

All calls for service will be dispatched in accordance with established policy. If there is an extended delay in a Public Safety officer responding for a non-priority call, the reporting party should be given a brief reason for the delay and an estimated time of arrival for service.

**1.1.14 Call Priority**

The Department establishes a standardized set of priority responses in order to provide a more efficient means of dispatching requests for services. This policy establishes four priorities of dispatching. No policy statement can encompass all events.

Calls for service are prioritized by the Dispatcher who dispatches the call. The priority assigned is based on the information that is received and the Department's evaluation criteria. The following are general guidelines used in assigning call priority.

**1.1.15 Priority One**

Extreme Emergency: a report of a serious crime in progress, or of an incident involving serious injury or imminent serious injury. An *emergency* is defined as any situation that requires immediate police attention.

The following are classified as Priority One calls:

A. Assaults that involve deadly weapons or serious injury and are in progress

B. Assaults with serious injuries

C. Accidents with injuries

D. Alarms: Hold up, panic

E. Attempted suicides (unless weapons or violence are involved)*

F. Bomb threats
G. Burglary in progress
H. Death*
I. Explosions
J. Fires with structures involved or in danger
K. Hazardous material spills
M. Kidnaping in progress
N. Medical emergencies*
O. Officer needs assistance
P. Riots or other large disturbances involving injury or threats of injury
Q. Traffic accidents with life threatening injuries*
R. Shootings - actual or reported
S. Incidents in progress with weapons involved

* Activation of alert tone not necessary
* Priority One calls will be immediately reported to the local police

Dispatching of Priority One calls will be immediate. Pre-dispatch time should not exceed one minute. The maximum acceptable response time for Priority One calls is five minutes.

Priority One calls will be announced by the dispatcher using the appropriate 10-codes. The dispatcher will then clear the frequency to be used for emergency radio traffic only, until the dispatcher is instructed to resume normal traffic on the frequency by the officer in charge.

1.1.16 Priority Two

A report where a rapid police response will increase the probability of apprehension of an offender, to prevent injuries, or where police response to an emergency or other urgent need is necessary. As with Priority One calls, emergency is defined as any situation requiring immediate police response.

The following are defined as Priority Two calls:

A. Non-life threatening property crimes in progress or where the suspect(s) is still in the area
B. Domestic Violence - no fight in progress
C. Offenses against children, including custodial interference, not in progress, but where there is an immediate concern for the welfare of a child

D. Fire alarms

E. Mental cases

F. Accidents with severe traffic blockage

Calling the Pocatello Police Department is at the discretion of supervisor or officer

Dispatch of Priority Two calls should be as rapid as field conditions allow. Pre-dispatch time should not exceed five minutes. The maximum acceptable response time for Priority Two calls is ten minutes.

1.1.17 Priority Three

A report where immediate police attention is not required, but assistance is still necessary. Officer response to these calls is considered routine.

The following are defined as Priority Three calls:

A. All property crimes that do not meet Priority One or Two criteria

B. Assaults - no injury

C. Traffic accident - no injury

D. Disorderly conduct

E. Mental cases - non-emergency

F. Missing adult

Priority three calls will be reported to the local police at the direction of the responding officer.

Dispatch of Priority Three calls should be as rapid as field conditions will allow. Pre-dispatch time should not exceed 15 minutes. The maximum acceptable response time for Priority Three calls is 30 minutes.

If dispatch of a field unit is not possible within 15 minutes, a call back is to be made to the reporting party to adjust the response time. The patrol field supervisor shall be made aware of the calls holding.
1.1.18 **Priority Four**

A report where police assistance is not necessary, but the response will be on an "as available" basis.

The following are considered Priority Four calls:

A. Non-criminal activity
B. Public assists
C. Key services
D. Past traffic accident reports
E. Petty thefts and insurance claims only

Dispatching of Priority Four calls should be as rapid as field conditions will allow. Pre-dispatch time should not exceed 45 minutes. The maximum acceptable response time is 60 minutes.

If dispatch of a field unit is not possible within the 45 minutes, a call back to the reporting party is to be made at the end of the 45 minutes to adjust the response time.

1.1.19 **Assignment of Police/Department Officers to Incidents**

Communications personnel as well as supervisors are responsible for insuring that adequate officers are dispatched in response to incidents. It should be noted that this policy is a guideline and it is impossible for every potential incident to be addressed in this order.

1.1.20 **Two Officer Assignments**

Two Department officers shall be assigned to respond to the following incidents. The primary unit, for reporting purposes shall be assigned by Communications at the time the call is dispatched. The secondary unit (back-up) shall be responsible for supplementing a case report if necessary. The Department officers will take direction from the responding local police officers.

A. Any Priority One call with the exception of medical emergencies
B. Any priority Two call with the exception of fire alarms

1.1.21 **Three Officer Assignments-Immediate Notification to Supervisor**

A. Officer Needs Assistance
B. Security Officer/Community Service Officer Needs Assistance
C. Reported Shootings
D. Fights with weapons

In a three-officer response, Communications shall assign two officers to respond emergency (Code 3). The third unit shall respond Code 2.
1.1.22 Discretion of Communications

After evaluation of the call to Communications, if the on-duty Dispatcher believes additional units are necessary, units may be dispatched. The additional units shall respond non-emergency unless otherwise instructed by the on-duty supervisor or Communications.

1.1.23 Routine Calls for Service

Routine calls such as past crimes with no suspects present or informational calls will have only one officer dispatched.

1.1.24 Reports by Telephone

Collection of information for the purpose of making an official report may be taken over the telephone in lieu of on-scene response under the following conditions:

A. Time of report and time of occurrence is more than 24 hours
B. There is no potential of recovering physical evidence
C. The incident does not involve a crime of violence*
D. The victim/complainant is off-campus
E. The incident is of a non-criminal nature

* In a crime of violence, a supervisor should be notified. It will be the supervisor’s responsibility to evaluate and then request that the local law enforcement agency take the initial report.

1.1.25 Victim/Witness Reporting or Requesting Information

Communications personnel should always inquire whether an incident is in progress, or if it is a past incident. If it is occurring at that moment, the Dispatcher must ascertain what type of police response is required.

If a victim or witness calls and requests information about the status of a case, they should be referred to a supervisor or to the originating officer.

If the caller wishes to report additional information about a case, an officer should be dispatched to either respond to the person’s location, or to take a telephone report. Communications personnel shall be responsible for insuring that the information needed for re-contact is accurate and complete.
1.1.26 Central Operations—After Hours Access

All after-hours access to Central Operations will be through the front door with the exception of Public Safety employees. Non-employees will not be allowed access past the counter door.

When needing to interview a subject, the officer will take the subject to the squad room where the subject shall be in the officer’s sight at all times.

If there is more than one subject, the others are to remain in the front of the office and are to be observed by employees at all times.

The outside rear door will be locked at all times after hours.

The door in the hallway with the number lock code system will be closed and locked at all times.

1.1.27 Dispatch Logs

Dispatchers shall be responsible for recording Public Safety officers’ statuses and availability on the dispatch log. Dispatch logs will also be used to record traffic stops, names of persons queried through the computer, and other information as needed to accurately document field activity.

1.1.28 Departmental Resources

Dispatchers shall have immediate access to at least the following Departmental resources:

A. Officer in charge

B. Duty roster of all personnel

C. (residential) telephone number of every agency member

D. Visual maps detailing the ISU service area

E. Officer status indicators

F. Written procedures and telephone numbers for procuring emergency and necessary external services to the Department

G. Tactical dispatching plans
Communications Security/Access to Communications

1.2.1 Authorized Personnel

The Communications Center area is a limited access area. The following Departmental personnel are authorized to access the Communications Center:

A. Personnel assigned to Communications as Dispatchers.

B. Staff officer on-duty only for gaining pertinent case information.

C. Relief personnel.

D. Office personnel for access to supplies and information.

Employees working in Communications will wear their employee identification card and designated uniform while on-duty.

1.2.2 Monitoring Access

Communications personnel will be responsible for monitoring the access to the Communications Center area. All supervisors are responsible for monitoring unauthorized access.

1.2.3 Exception to Access

The exception to the access restriction shall be in the event of an emergency in Communications or the need for an employee to enter only long enough to assist a dispatcher.
1.2.4  Securing Communications

The Communications Center will not be left unattended at any time.

1.2.5  Service Personnel

Authorized service personnel may be permitted in the Communications Center unescorted.

1.2.6  Computerized Information - Criminal History

No unauthorized personnel shall be allowed to view computerized information or police reports while in Communications. Dispatchers shall be aware of exposed information in the presence of service personnel (i.e. computer help assistance).

1.2.7  Violations of Policy

Violations of this policy will result in disciplinary action.

1.2.8  Equipment Security

All employees are responsible for maintaining the security of all Communications equipment issued to them. Negligence or intentional damage to equipment may result in disciplinary action.

1.2.9  Transmitter Site Security

The transmitters are located on campus. Access to these sites is restricted to authorized personnel.

1.2.10  Emergency Generator

The Department has an emergency generator located outside the back door. In the event of a power failure, the emergency generator will engage automatically.

The generator conducts a self-test monthly.

1.2.11  Dispatch Information

Additional instructions specific to dispatch personnel are contained in the Dispatch Operation Manual.
Radio Communications - On-Duty Personnel

Whenever an officer is working in a field capacity or involved with a follow up investigation, the following policy is adopted.

1.3.1 Notification of Communications

Officers involved with patrol or investigative follow-up shall inform Communications at the beginning of each shift that they are available for duty. Throughout their shift, units will keep Communications informed of their status.

Units shall inform Communications whenever they are unavailable for service.

All field units shall inform Communications whenever they are going to be out of radio contact, by giving their location and respective status.

Communications personnel will check on the status of every field unit at least once an hour, and more often in potentially dangerous situations.

1.3.2 Special Events

Employees working special events or overtime assignments will advise Communication when they are in and out of service.

1.3.3 Issued Portable Radios

All officers are issued individual hand-held radios. All field units, while on-duty, shall at all times have their radio available in order to receive dispatched information or to relay information to others.
1.3.4 Mobile Radios

All marked vehicles shall have an operable mounted radio. The radios shall contain all frequencies utilized by Public Safety.

1.3.5 Student Officers

Student officers shall maintain constant radio contact with Communications and other units during the course of their duties.

1.3.6 Answering Radio Communications

Whenever a field unit is called on the radio, he/she will respond with his/her call number and current location. Field units shall inform Communications whenever they arrive at the scene of a call for service. The field units shall inform Communications whenever available for service.

1.3.7 Traffic and Personal Contacts

All officers will call out on traffic or whenever they come into contact with a subject of inquiry, by giving their location and a description and/or license plate number of the vehicle contacted.

1.3.8 Meal Breaks

All field units will check out on the radio when they are out for a meal break.

1.3.9 Investigations

Whenever an investigation unit stops at a residence, business, or other location to conduct an investigation, the investigator will call out the location, when practical, without jeopardizing the investigation. If it is impossible to conduct this radio transmission, the investigator will inform Communications of their location by some other method.

1.3.10 Off-Duty Use of Marked Vehicles

Whenever an officer uses a marked vehicle, off-duty, to go to court or conduct other official business, all of the above procedures will apply.

1.3.11 Definitions

For this section field unit means all on-duty patrol, student, and maintenance personnel.
Radio Designator/Employee Numbers

It is necessary to devise a system to uniquely identify employees of ISU Public Safety by a call number. This policy will provide Communications and all members of the Department with a method of identification and assignments of specific personnel.

The call numbers will be assigned according to the original hiring position (See number assignments below). Once a call number is assigned, it stays with that employee for the duration of employment no matter what position they hold or promotion they receive. Call number assignments cannot be changed once they are entered in Spillman, without causing corruption of the database.

1.4.1 Employee Numbers on Date of Hire

All employees of ISU Public Safety shall be assigned a Public Safety call number on the first date of hire. New hires will also be assigned a new personnel number which may or may not coincide with their call number.

1.4.2 Administration

The Director of Public Safety and all other Administration upon hiring, will be assigned a call number in the 4900 number range.

1.4.3 Captains

The Captain, all Sergeants, and Full Time Officers in Pocatello will be assigned a call number in the 4100-4149 number range.

1.4.4 Idaho Falls Officers

The Idaho Falls Public Safety Officers will be assigned a call number in the 4800 number range.
1.4.5 Public Safety Student Officers

The Student Officers hired at Public Safety will be assigned a call number in the 4150-4199 number range.

1.4.6 Ticket Writers/Booth Attendants

The Ticket Writers and Booth Attendants will be assigned a call number in the 4200 number range.

1.4.7 Student Office Workers

The Student Office Workers will be assigned a call number in the 4400 number range.

1.4.8 Dispatchers

The Dispatchers for the Communications Department of Public Safety will be assigned a call number in the 4500 number range.

1.4.9 Maintenance Personnel

The Maintenance Personnel hired for Public Safety will be assigned a call number in the 4600 number range.

1.4.10 Special Events Personnel

The Officers hired for Special Events only will be assigned a call number in the 4300 number range.

1.4.11 Students On Patrol or Law Enforcement Academy Officers

The Students on Patrol Program will assign their student officer call numbers by “Sam” and then a number.

If extra officers are brought in from the Law Enforcement Academy, their call numbers will also be assigned as “Sam” units numbered to how many are on patrol with Public Safety for that event. (i.e. Sam 1, Sam 2, Sam 3, etc.).

1.4.12 Training

Employees, either commissioned or civilian assigned to training shall be identified by their FTO’s call number until they are assigned their own.
Radio Communications - Phonetic Alphabet/10 Code

1.5.1 Policy

ISU Public Safety, in order to expedite radio communication, has adopted a 10 code and phonetic alphabet for use during radio transmissions.

The established 10 code and phonetic alphabet will be used on all channels and frequencies, both UHF and VHF.

1.5.2 10 Code

Radio communications will be conducted by using the adopted 10 code. This does not preclude an employee from using "plain speech" as necessary. No employee shall endanger themselves or another by using the 10 code.
<table>
<thead>
<tr>
<th>Code</th>
<th>Call</th>
<th>Code</th>
<th>Call</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-1</td>
<td>Unable to Copy</td>
<td>10-57</td>
<td>Hit and Run</td>
</tr>
<tr>
<td>10-2</td>
<td>Signal is Good</td>
<td>10-58</td>
<td>Direct Traffic</td>
</tr>
<tr>
<td>10-3</td>
<td>Stop Transmitting</td>
<td>10-59</td>
<td>Escort or Convoy</td>
</tr>
<tr>
<td>10-4</td>
<td>Acknowledgment</td>
<td>10-60</td>
<td>Squad in Vicinity</td>
</tr>
<tr>
<td>10-5</td>
<td>Relay</td>
<td>10-61</td>
<td>Personnel in Area</td>
</tr>
<tr>
<td>10-6</td>
<td>Busy-Unless Urgent</td>
<td>10-62</td>
<td>Reply to Message</td>
</tr>
<tr>
<td>10-7</td>
<td>Out of Service (lunch)</td>
<td>10-63</td>
<td>Prepare to Make Written Copy</td>
</tr>
<tr>
<td>10-8</td>
<td>In Service</td>
<td>10-64</td>
<td>Message for Local Delivery</td>
</tr>
<tr>
<td>10-9</td>
<td>Repeat</td>
<td>10-65</td>
<td>Net Message Assignment</td>
</tr>
<tr>
<td>10-10</td>
<td>Fight in Progress</td>
<td>10-66</td>
<td>Message Cancellation</td>
</tr>
<tr>
<td>10-11</td>
<td>Dog Case</td>
<td>10-67</td>
<td>Clear For Net Message</td>
</tr>
<tr>
<td>10-12</td>
<td>Stand By</td>
<td>10-68</td>
<td>Dispatch Information</td>
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<tr>
<td>10-13</td>
<td>Weather and Road Report</td>
<td>10-69</td>
<td>Message Received</td>
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<tr>
<td>10-14</td>
<td>Prowler Report</td>
<td>10-70</td>
<td>Fire Alarm</td>
</tr>
<tr>
<td>10-15</td>
<td>Civil Disturbance</td>
<td>10-71</td>
<td>Advise Nature of Fire</td>
</tr>
<tr>
<td>10-16</td>
<td>Domestic Problem</td>
<td>10-72</td>
<td>Report Progress of Fire</td>
</tr>
<tr>
<td>10-17</td>
<td>Meet Complainant</td>
<td>10-73</td>
<td>Smoke Report</td>
</tr>
<tr>
<td>10-18</td>
<td>Quickly</td>
<td>10-74</td>
<td>Negative</td>
</tr>
<tr>
<td>10-19</td>
<td>Return to or At Station</td>
<td>10-75</td>
<td>In Contact With . . .</td>
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<tr>
<td>10-20</td>
<td>Location</td>
<td>10-76</td>
<td>In - Route</td>
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<td>10-21</td>
<td>Call by Telephone</td>
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<td>ETA-Estimate Time of Arrival</td>
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<td>10-22</td>
<td>Disregard</td>
<td>10-78</td>
<td>Need Assistance</td>
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<td>10-23</td>
<td>Arrived At Scene</td>
<td>10-79</td>
<td>Notify Coroner</td>
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<tr>
<td>10-24</td>
<td>Assignment Complete</td>
<td>10-80</td>
<td>Chase in Progress</td>
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<td>10-25</td>
<td>Report in Person</td>
<td>10-81</td>
<td>Breathalyzer Report</td>
</tr>
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<td>10-26</td>
<td>Detaining Subject-Expedite</td>
<td>10-82</td>
<td>Reserve Lodging</td>
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<td>10-27</td>
<td>Driver's License Information</td>
<td>10-83</td>
<td>Work School Crossing At . . .</td>
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<tr>
<td>10-28</td>
<td>Vehicle Registration Check</td>
<td>10-84</td>
<td>If Meeting, Advise ETA</td>
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<td>10-29</td>
<td>Check for Wanted</td>
<td>10-85</td>
<td>Delayed Due to . . .</td>
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<tr>
<td>10-30</td>
<td>Unnecessary use of the Radio</td>
<td>10-86</td>
<td>Officer/Operator on-duty</td>
</tr>
<tr>
<td>10-31</td>
<td>Crime in Progress</td>
<td>10-87</td>
<td>Pickup/Distribute Checks</td>
</tr>
<tr>
<td>10-32</td>
<td>Man with a Gun</td>
<td>10-88</td>
<td>Present Telephone # of . . .</td>
</tr>
<tr>
<td>10-33</td>
<td>Emergency</td>
<td>10-89</td>
<td>Bomb Threat</td>
</tr>
<tr>
<td>10-34</td>
<td>RIOT</td>
<td>10-90</td>
<td>Bank Alarm at . . .</td>
</tr>
<tr>
<td>10-35</td>
<td>Major Crime Alert</td>
<td>10-91</td>
<td>Pick up prisoner/Subject</td>
</tr>
<tr>
<td>10-36</td>
<td>Correct Time</td>
<td>10-92</td>
<td>Improperly Parked Vehicle</td>
</tr>
<tr>
<td>10-37</td>
<td>Invest. Suspicious Vehicle</td>
<td>10-93</td>
<td>Blockade</td>
</tr>
<tr>
<td>10-38</td>
<td>Stopping Suspicious Vehicle</td>
<td>10-94</td>
<td>Drag racing</td>
</tr>
<tr>
<td>10-39</td>
<td>Urgent-Use Lights/Siren</td>
<td>10-95</td>
<td>Prisoner/Subject in Custody</td>
</tr>
<tr>
<td>10-40</td>
<td>Silent Run-No lights/Siren</td>
<td>10-96</td>
<td>Mental Subject</td>
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<td>10-41</td>
<td>Beginning Tour of Duty</td>
<td>10-97</td>
<td>Check (Test) Signal</td>
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<td>10-42</td>
<td>Ending tour of Duty</td>
<td>10-98</td>
<td>Prison/Jail Break</td>
</tr>
<tr>
<td>10-43</td>
<td>Information</td>
<td>10-99</td>
<td>Wanted/Stolen indicated</td>
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<tr>
<td>10-44</td>
<td>Permission To Leave . . . For</td>
<td></td>
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<tr>
<td>10-45</td>
<td>animal Carcass</td>
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<tr>
<td>10-46</td>
<td>Assist Motorist</td>
<td></td>
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<tr>
<td>10-47</td>
<td>Emergency Road Repair at . . .</td>
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<td>10-48</td>
<td>Traffic Standard Repair at . . .</td>
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<td>10-49</td>
<td>Traffic Light Out At . . .</td>
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<tr>
<td>10-50</td>
<td>Accident</td>
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<tr>
<td>10-51</td>
<td>Wrecker Needed</td>
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<td></td>
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<tr>
<td>10-52</td>
<td>Ambulance Needed</td>
<td></td>
<td></td>
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<td>10-53</td>
<td>Road Blocked At . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-54</td>
<td>Live Stock on Highway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-55</td>
<td>Intoxicated Driver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-56</td>
<td>Intoxicated Pedestrian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.5.3 Phonetic Alphabet

The following phonetic alphabet will be used with radio transmissions:

- A - Adam
- B - Boy
- C - Charles
- D - David
- E - Edward
- F - Frank
- G - George
- H - Henry
- I - Ida
- J - John
- K - King
- L - Lincoln
- M - Mary
- N - Nora
- O - Ocean
- P - Paul
- Q - Queen
- R - Robert
- S - Sam
- T - Tom
- U - Union
- V - Victor
- W - William
- X - X-ray
- Y - Young
- Z - Zebra
Emergency Messages

2.1.1 Policy

The ISU Department of Public Safety is a conduit in locating persons on the campus in the event of an emergency. The Department will make every attempt to locate the recipient of the message in a timely manner.

2.1.2 Library

If an emergency message is received in Communications for someone using the library, Communications shall take the information and dispatch an officer to the library. Library personnel will assist in attempting to locate the person.

2.1.3 Sporting Events

Emergency messages for people attending sporting events will be delivered to the event commander, who will coordinate the notification.

2.1.4 Cultural Events

At cultural events, an officer may be dispatched to the event. The officer will contact a representative of the event, who may assist in locating the person.

2.1.5 Messages to Students During Class Hours

When a call comes to Communications stating there is an emergency, the dispatcher will first ascertain if it is a family emergency. Then the dispatcher will determine if the call is truly an emergency. Once it has been determined there is an emergency, the caller will remain on the line while the dispatcher does the following:
1. The dispatcher will look up the student’s schedule to find which class that student is in.

2. If the student is in class, the dispatcher will contact the department secretary and give her the message to be delivered to the student in class.

3. If the student is not in class, or is in an area where a secretary cannot be contacted, a Public Safety Officer will attempt to locate the individual and deliver the message.

4. Once the message has been delivered, the dispatcher will let the caller know the message has been delivered and end the phone call.

Life threatening situations will be acted upon immediately by Public Safety. Other emergency messages will be reviewed to determine if immediate response is needed (See above procedure).

2.1.6 Student Notification After Hours

1. Emergency messages for students residing off-campus will be coordinated with the law enforcement agency of jurisdiction.

2. Messages for students residing in residence halls will be delivered to the student directly, with the assistance of the hall director, or a member of the hall staff. Any incidents that occur at a housing complex must be coordinated with the complex director. If any business involves entering the housing complexes, the housing staff is to be notified unless instructed differently by the Director.

3. Messages for students in class will be delivered by the on duty officer in a manner to minimize class disruption.

2.1.7 Fraternities and Sororities

Emergency messages will be delivered in person by an officer.

2.1.8 Faculty and Staff

Emergency messages for faculty and staff will be delivered by an officer. The officer should attempt to coordinate the delivery of the message with the Dean, Director, or Department Head.

2.1.9 Death/Serious Medical Emergency Messages

Death and serious medical emergency messages will be delivered by a police officer whenever possible. Public Safety will assist the police department.
2.1.10 Outside Law Enforcement Agency Request

If ISU Public Safety is contacted by another law enforcement agency requesting delivery of an emergency message, the on-duty patrol supervisor shall be made aware of the request. The supervisor shall assign an officer to make the emergency notification. The local police department should be notified of the request and our actions.

2.1.11 Call Numbers

Any time Communications directs an emergency message or dispatches an emergency message, a Spillman Incident number will be created.

2.1.12 Definitions

Emergency messages are defined as:

A. Death messages
B. Serious medical emergencies
C. Disasters
D. Health and Welfare
E. Personal safety (security)
F. Messages determined by the on-duty supervisor to be of a serious nature
Notification of Public Utilities Personnel

3.1.1 Policy

Upon notification of a gas leak, power or telephone wires being down, water main breaks, or other public utility problems, an officer will be dispatched to the location for evaluation.

3.1.2 Assessment of Hazard

Upon arrival, the officer shall inform Communications of the hazard, and request response from the local police and appropriate public utility agency. If the hazard is outside the jurisdiction of the Department, the agency of jurisdiction shall be contacted.

3.1.3 Facilities Management

Facilities Services shall be contacted during normal working hours by the Dispatcher. After hours, the Dispatcher will contact the on-call Facility Services personnel for notification of Facilities Management.

3.1.4 Natural Gas Leaks

Upon the arrival at the scene of a gas leak, the officer should establish a perimeter and provide for security of the perimeter. First aid shall be administered if it can be safely accomplished without endangering the officer or others.

If necessary, the evacuation of surrounding buildings and residences will be coordinated through the fire department and the on-scene supervisor.

The gas company shall be immediately notified by communication of the gas leak, as well as the fire department. The gas company and the fire department will be responsible for capping the leak.
3.1.5  **Wires Down**

Upon arrival of the officer at the scene of wires down, the officer will attempt to determine what type of wires are involved, telephone or electrical. The officer will communicate the pole number(s) involved to Communications for notification of either U.S. West or Idaho Power Company. If the wires are on the campus, Facility Services should be contacted and advised of the downed wires. If the wires are within the jurisdiction of another agency, the officer will relay that information to Communications for prompt notification of the appropriate agency.

3.1.6  **Fire Department**

The fire department shall be contacted if any wires are arcing or smoldering.

3.1.7  **Officer's Responsibility**

Officers at the scene should notify Communications of all pertinent information. Officers should establish a perimeter around the downed lines, and maintain that perimeter until relieved.

3.1.8  **Water Main Breaks**

If a water main break occurs on the campus, Facility Services shall be contacted immediately and advised of the incident. If the water main break is within the jurisdiction of another agency that agency shall be immediately notified by Communications. Officers at the scene should maintain public safety through traffic direction and access diversion as necessary.

3.1.9  **Documentation**

Documentation of action taken may be completed on either a case report or an Incident Report form (See Chapter III Section 6.1.21). The call shall be cleared properly through Communications.

3.1.10  **Emergency Blue Light Phones**

When any Public Safety officer happens upon an emergency phone pole, whether it be while making the weekly maintenance checks or randomly, and the phone is not functioning properly, that officer is responsible for posting the phone pole "Out of Order" ASAP. A supervisor shall be immediately notified. A detailed report will be completed by the officer. A supervisor will determine the problem and contact Telecommunications and advise them of the problem. The supervisor will ensure that the "Out of Order" covers are installed safely by two persons. These actions shall be part of the detailed report. It is recommended that the director be notified ASAP.
Notification of Highway Department

3.2.1 Policy

Upon notification of a road hazard, an officer shall be dispatched to the location for evaluation and traffic direction.

3.2.2 Assessment of Hazard

Upon arrival, if the officer finds that the problem is related to street repair, or debris in the roadway the officer shall request that the appropriate department be notified for response and correction. If the roadway is the jurisdiction of the University, Communications shall contact:

A. Physical Facilities - during normal working hours and advise them of the problem.
B. After hours, on-call Facilities Services personnel will be notified.

3.2.3 Officer's Responsibility

The officer at the scene should divert traffic around the affected area through proper traffic control. An officer should remain at the scene until arrival of repair personnel. The officer should clear the scene only after proper traffic directional indicators have been erected.

3.2.4 Off-Campus Hazards

If the Department is notified of a hazard in the roadway, and it is within the immediate area of campus, an officer may be dispatched to evaluate the hazard. Upon notification of a hazard in another agency's jurisdiction, Communications shall immediately contact the agency of jurisdiction and advise the agency of the hazard.
If an officer is dispatched and upon arrival determines that the hazard is a detriment to public safety, the officer will establish traffic control around the hazard until the arrival of the agency of jurisdiction.

3.2.5 Documentation

Documentation of actions taken may be completed on either a case report or Incident Report Form (See Chapter III Section 6.1.21). The call shall be cleared properly through Communications.
Power Outage Response

3.3.1 Purpose

In the event of a power outage, the Dispatcher in the Communication’s center, the Dispatcher is responsible for all the equipment in the Communication’s center, as well as the safety of the officers and civilians on the University campus.

3.3.2 Notification

In the event of a power outage, the Dispatcher shall contact the Director immediately. The administrator responsible for the computer equipment should also be contacted.

Communications will also contact the power company to report the power outage, inquire what the incident may be, and acquire the estimated length of time the power outage will sustain.

3.3.3 Equipment

The Dispatcher is responsible for the proper maintenance of the equipment in the Communications center during a power outage. The following is list of the equipment, and the proper procedures for maintaining the equipment.

Generator

The dispatcher is to immediately check the generator to confirm it has started up and is working properly. If the dispatcher cannot leave the station, he/she must send an officer to do the check on the generator. Any problems with the generator must be reported immediately to the emergency numbers listed in the Communication’s center for the maintenance department.
Radio

While the power is out, the dispatcher must monitor radio traffic closely. If at any time the transmission seems poor, or is not receiving properly, the dispatcher must reset the radio by pushing the reset button.

CCTV

The CCTV cameras are on a four hour standby UPS. This gives the dispatcher enough time to make sure the CCTV is either shut down, or placed on standby.

Computers

The other computers in the Communications system are either on UPS or on the Generator system. Those on the UPS need to be logged off and shut down within fifteen minutes of the power going out. The UPS is programmed to keep this equipment on long enough to save information and shut down. Those on the Generator system will continue to work. If an error should occur, contact the computer administrator.

Computer Center

The Idaho State University computer center will contact dispatch to determine how long the power will be out. If it will be an extended amount of time, this center will need to shut down the main server. Therefore, the dispatcher will no longer be able to access Spillman or the Internet. These programs will need to be shut down until the power returns.

3.3.4 Power Returns

When the power has returned, the dispatcher needs to contact the ISU Computer Center to check when it will be possible to bring up the Network programs. They will also need to turn on any equipment that was turned off, and check for any errors or problems on this equipment.

The dispatcher is also required to check the door readers to make sure all the doors are in the proper status of locked or unlocked.
**3.4.1 Purpose**

The Communications Dispatcher implements and operates an emergency communications network, handles emergency radio traffic, and makes priority emergency notifications. The Communications Dispatcher is responsible for managing, controlling and dispatching all tactical radio and data frequencies used in support of the emergency incident.

During a disaster ISU will establish an Emergency Operations Communication Center. The Center will establish and maintain communications with Pocatello Dispatch and/or the Pocatello and Bannock County EOC, and help maintain communications on campus.

Notification of any serious incident taking place on campus will be initiated by senior University officials and implemented by Public Safety. Public Safety provides direction for establishing, maintaining, and augmenting communications and notification/warning systems during emergency response operations on campus. Below are the procedures for operating the various communications, notification and warning systems on campus.

**3.4.2 ISU Alerts (RAVE) Notification System**

ISU Alerts is an emergency notification system for quickly delivering phone, text and e-mail messages Idaho State University students, faculty and staff when there is an emergency.

The ISU Alerts system will be used to notify students, faculty and staff of unforeseen events and emergencies on campus, such as:

- Severe Weather
- Campus closures
- Evacuations
- Critical Situations
- Serious Crimes
The system will be activated when there are immediate threats to the health or safety of those in the university community. Notifications will be sent via landline phones, cell phones, text messages and e-mail. ISU Alerts complements other forms of emergency notification, such as the siren system, public address systems, university web site, university facebook, and university twitter.

The emergency notification system will be activated whenever the Director of Public Safety, Associate Vice President of Facilities Services, Vice President of Finance and Administration, President or Provost confirms an emergency event has occurred on campus.

3.4.3 RAVE Procedures

Make sure Rave is logged in. When you select one of the alerts, after Rave has not been touched in a while, the system tends to log in and refresh. If it does not automatically log in, please contact Rod or Jamie. (Phone numbers should be located in the Rolodex or One Note).

Depending on the message you are sending out, you can select from the list below of generic messages:

All Clear
Campus Closure (IF, TF, Meridian, Pocatello)
Fire Alarm: (Depending on what building. Some buildings do not have the internal alarm)
Hazmat
Holt Arena
ICS team (IF, Meridian and Pocatello)
Lock Down (IF, TF, Meridian and Pocatello)
Public Safety Personnel
Test Message
Timely Warning
Utility Warning

When getting into the message, select the icon of the square and the hand holding a pencil. This icon should be right of the green button saying send.

Once in the individual message screen, you should see one as the title of the message. Do not change this. Number two has the alert methods. The methods selected will have a green bar above their icon and name. If you need to change this, just click on the individual icon’s plus/minus spot (on upper right corner of the box).

To make sure the message is correct, click on an individual icon. (Remember that twitter has a different limitation than the other icons, with the least characters allowed.) Once you have clicked on the individual box/icon, you should see the generic message pop up under the icon. You will need to add in the dates and days of when the message is in effect and when it should be normal.

Example: ISU ALERT: Due to the current power outage, the IDAHO FALLS campus is closed (Day, Date). Normal operational hours will resume on (Day, Date).
Number 3 in your message screen is for who you are delivering the messages to. Select the Edit button, located at the end of the first line of number 3. Select your contact list on the left hand side. For individual people or buildings, you will select them from the list on the right hand side. When you are attempting to select a building, you need to first type in its building number.

**REMEMBER** to send all messages, unless practice or just to Public Safety personnel, to the President’s Policy Group. This group should already be in the left hand list for all the generic messages, listed in step #2.

Example: Rendezvous would be 38.

Make sure to check over your message and make sure it is correct. Make sure to check over the list of individuals your message is being sent to.

Hit the send button. You will get a message making sure you want to send it. If everything has been done correctly and you have double-checked your contact list and message, hit send again.

You should receive a message letting you know that the message has been sent.

Be prepared to receive phone calls. If need be, change extension 3936 on the Emergency Phone to reflect the message you sent in rave. (Instructions listed under Snow closer tab in One Note or the Rolodex) If there is enough staff, you should be able to turn off 3936 and allow the calls to come.

If RAVE is not working and we need to revert to the old way of sending messages Sections 3.4.4 through 3.4.9 will serve as the protocols.

### 3.4.4 Outdoor Emergency Notification Siren System Protocol

Use of outdoor the Emergency Notification Siren System must be authorized by the Public Safety Director, Management Assistant, ENS Coordinator, or someone designated by them. In most occurrences, one of them will actually use the system. If you are requested to use the system, follow these steps:

1. Pull the key from the left hand side of the system, and insert it. Turn to Arm Universal.
2. Press the key corresponding with the message that is needed. There is a list of the messages on top of the system.
3. If none of the messages work, the PA system can be used. Press the PA key, take the microphone, key it, wait a full second, then deliver the message.
4. To deactivate the system, turn the key back to Activate Disable.

The system will do a weekly test on Saturdays around noon. Any other problems with the system need to be reported to the ENS Coordinator.

The Universal Remote Terminal Unit allows for local activation of the siren equipment from a push button control panel. Each button corresponds to one of (4) pre-programmed signals. In the example below the TORNADO Signal will activate an ALERT (Steady Tone Signal) for 3 minutes duration.
LOCKDOWN – MESSAGE 01
WEATHER – MESSAGE 04
THREAT – MESSAGE 02
TEST MESSAGE – MESSAGE 07
HAZMAT – MESSAGE 03
TEST – SILENT MESSAGE

Message 01 – (LOCKDOWN) = 10 Second ALERT – “A significant event requiring police intervention has been reported on campus. Proceed to a safe location, secure doors and await further information.” Repeat sequence two additional times.

Message 02 – (THREAT) = 10 Second ALERT – “A threat warning of a specific nature has been issued to this area. Proceed to a safe location and await further information.” Repeat sequence two additional times.

Message 03 – (HAZMAT) = 10 second Chime – “A hazardous material or other fire department emergency has been reported. Proceed to a safe location and await further information.” Repeat sequence two additional times.

Message 04 – (WEATHER) = 10 second Chime – “A severe weather emergency has been declared for the campus and surrounding area. Take shelter immediately.” Repeat sequence two additional times.

Message 05 – (ALL CLEAR) = “Your attention please. The emergency has ended. Repeat, the emergency has ended. Thank you for your cooperation.” Repeat sequence two additional times.

Message 06- (CHIME) = Westminster Chime

Message 07 – (TEST MESSAGE) = “Your attention please. This is a test of the Campus Mass Notification System. This is only a test.” Repeat sequence two additional times.

Note: All U-RTU’s have a CANCEL button in addition to the other buttons.

3.4.5 R911 Using Ipcelerate

Click on Astaro SSL VPN Client Icon (stop light icon bottom right screen). Log in. You will know you are logged in because stop sign will turn green and it will tell you that you are logged in. Launch Internet Explorer (it will not work in any other browser, you must use Internet Explorer). Go to Favorites list or menu bar and click on R911 icon (IPcelerate). You will be in IPSession at the Login Menu. Login (Username: ops/Password: oscar5136). The system should say License Activated.

To create a message, click on i.DialOut then New Task.
Name: Always give your message a name and include the date in the name (i.e., test03-02-11 or emerg11-09-09).

Group: Pick who you want to send msg. to (i.e., 1000 is for all campus; 101 is monthly test) OR
To: type ext. (i.e. 2426) or number (i.e., off campus must have the 8; 82218285) followed by a comma (i.e., 2426, 82218285, 3525)
Header Message: Always Blank1sec.au (don’t change!)
Message: Media File (preferred method) - gives you drop down list of canned messages (i.e.monthlyTestMessage.au) (au file format)
Footer Message - not used. Send - Will send message - You are pulling the trigger here so make sure everything is correct before you hit send. Messages should start going out asap. If you don’t get a message within a minute or two:
Go to Control Center. Click STOP on both NIPA Framework and NIPA Data Sync. Then hit START on both. This will reset the system. Then you just start all over to send the message. If that doesn’t work you may have to redo the whole message.

To see pending messages click on Pending Dial Out Tasks (right side of screen). It will tell you what messages are pending, if any. You can delete a message from there if you are having problems sending it.

MAKE SURE YOU LOG OUT WHEN FINISHED!

3.4.6 For Interior ENS System - From a Computer using Ipcelerate

Click on Astaro SSL VPN Client Icon (stop light icon bottom right screen). Log in. You will know you are logged in because stop sign will turn green and it will tell you that you are logged in.

Launch Internet Explorer (it will not work in any other browser, you must use Internet Explorer). Go to Favorites List and click on R911 icon (Ipcelerate). You will be in IPSession at the Login Menu. Login (Username: ops/Password: oscar5136). The system should say License Activated.

Name: Always give your message a name and include the date in the name (i.e., test03-02-11 or emerg11-09-09).
Group: Leave blank for Interior ENS.
Or, To: 82331643 (FOR INTERIOR ENS ALWAYS INCLUDE THIS NUMBER ON THIS LINE!)
Header Message: Put in Zone (i.e., Physical Sci. Zone 01, Liberal Arts Zone 02, etc.)
Message – Media File (Preferred Method) – gives you drop down list of canned messages (i.e.monthlyTestMessage.au) (au file format). Use canned message whenever possible.
Message: Text To Speech – Use only when necessary. Type in message (do not use commas, Parentheses, Use periods for breaks (i.e., This. Is. A. msg. for. Building. 18. Please. Evacuate. Your building. Immediately.) Using the periods slows the robotic voice down so the message can be understood better.
Footer Message – not used.
SEND – Will send message – You are pulling the trigger here so make sure everything is correct before you hit send (especially who you are sending it to!)
Messages should start going out a.s.a.p. If you don’t get a message within a minute or two:
Go to Control Center. Click STOP on both NIPA Framework and NIPA Data Sync. Then hit START on both. This will reset the system. Then you just start all over to send the message.
To see pending messages click on Pending Dial Out Tasks (right side of screen). It will tell you what messages are pending, if any. You can delete a message from there if you are having problems sending it.

MAKE SURE YOU LOG OUT WHEN FINISHED!

3.4.7 For Interior ENS System - From a Phone

Using 233-1643
Dial 233-1643, you will hear a beep, put in the zone you want the message to go to then read out your message.

Using 282-1600
Call 282-1600, will prompt for pass code: 6127#
It will ask you to record a message.
After recording the message press the # button.
It will prompt you to select 2 or 3
Press 2, to broadcast the recorded message to all phones in the ISU system.
OR
Press 3, to call a specific phone number with the recorded message.
3.4.8  **Instructions for Updating Emergency Announcement Webpage**

Go into composer, Click on Open File. Go to W Drive, Pubsafe Web, click on emergency_announce.shtml. Make changes/updates/modifications.

Do Save As in W Drive under Pubsafe Web File emergency_announce.shtml

PLEASE NOTE: IT IS VERY IMPORTANT YOU SAVE IT AS shtml NOT html.

Then go into our website, click on the emergency announcement link to make sure it was updated correctly.

3.4.9  **How to Post an Emergency Message to the ISU Homepage**

Note: Linda Tobias, Carol Prescott and Jamie Lloyd are the only ones who have web perms to do this at Public Safety. Mark Levine and Andy Taylor at University Marketing and Communications can also post a message, if/when necessary. Go to W:\emergency, then click on emergency.txt, it will launch in notepad and you can type whatever message you have been requested to post. Remove the <!- - and - -> symbols in order for the message to be seen. Type or paste your message in and then press “save.” Do not do a “save as.”

Extra white space is ignored (i.e., pressing the space bar several times to push text to the right does not work; you will only get one space between words). You don’t need to do breaks or paragraphs in the message. If you decide to do paragraphs you must put a <p> in to make a paragraph. Example:

This is a Test.

This is the message.

When the emergency is over and you are requested to remove the message from home Page, Just put the <!- - symbol at the beginning of the message and the - -> symbol at the end. Example:

<!- - This will make it so the message does not show on the ISU homepage.-->
Citizen Ride-Along

The Department encourages members of the community to ride along with members of the Department, in the course of their duties, to witness the daily operations of the Department.

1.1.1 Requirements

To participate in a ride-along, the following conditions must be met:

A. The person participating has read the Citizen Observer Form (See Chapter VI Sect. 1.1.7).

B. The form has been signed by a supervisor, and the on-duty supervisor is aware of the civilian observer.

C. The observer is at least 18 years of age, and the parents or legal guardian has signed the Waiver, Release, and Indemnification Form (See Chapter VI Section 1.1.7).

D. Prior arrangements have been made to participate in the observer program with a supervisor.

1.1.2 Officer Participation

All employees are encouraged to participate in the observer program. Employees will be asked if they wish to have an observer prior to assigning one.

All employees are reminded that their actions are being evaluated by the observer. Proper conduct shall be maintained at all times.

Employees should give the observer an orientation concerning the equipment in the vehicles and of the Department.
1.1.3 Officer Discretion

Observers may participate in all activities associated with the patrol function. If an officer receives a call for service where the officer is uncomfortable taking a civilian, the civilian will be instructed to:

A. Remain in the vehicle while the call is being handled, or

B. The officer may drop off the observer at a safe location, and advise the observer that he/she shall return following the call to pick-up the observer.

1.1.4 Limitations of Ride-Along

Civilians may participate up to six times in a calendar year in the Observer Program. Any participation beyond the six sessions shall require permission from the Director.

1.1.5 Civilian Employees

Civilian employees are limited to 12 ride-a-ongs per year, unless a ride-along is in connection with job responsibilities.

1.1.6 Limitations

No civilian will be required to participate in a ride-along as a result of a University sanction.

No civilian participating in a ride-along shall possess a firearm or dangerous/deadly weapon while participating in the program. Certified police officers are exempt from this policy.
The ISU Public Safety Department is pleased that you have chosen to participate in our Ride-Along Program. The purpose of the program is to provide interested citizens with an insight into the operations of the department. It is our hope that you will find this experience both informative and enjoyable. Please read the information and guidelines before completing this form.

WAIVER, RELEASE AND INDEMNIFICATION
I hereby request the privilege of accompanying members of the ISU Public Safety Department while on general duty.

I understand I waive any and all actions, claims and demands against ISU for all personal injuries, damages or losses, of any nature, which may result from any such activity, and do further release the ISU Public Safety Department, its officers, agents and employees from any claims, demands or actions arising therefrom, and agree to save them harmless therefrom. It is expressly agreed and understood that I will indemnify ISU, its agents, assigns and subrogate in the event of any loss, damage or claims arising from the subject activity. This agreement is made in consideration of my being allowed to accompany ISU Public Safety personnel in performance of their duties.

NAME: LAST ______________ FIRST ______________ MIDDLE ______________
ADDRESS: STREET __________________________________ CITY __________ STATE _____ ZIP
PHONE: HOME __________________ WORK __________________
IN CASE OF EMERGENCY CONTACT: NAME __________________ PHONE ______________

APPLICANT SIGNATURE: ______________________________ DATE: ______________
I request to ride on (Date): ___________________, 19
During the hours of: __________________ to
Additional comments:

I agree to ride with and accompany whichever security officers are designated by ISU Public Safety Supervisory personnel.

__________________________________________________________________________
OFFICE USE ONLY

APPROVED FOR:
DATE: _____ TIME: _____ BY:
ASSIGNED TO: OFFICER:
Ride Completed: Yes ( ) No ( )

Comments ________________________________________________________________

SEND COPIES TO: Ride-Along Applicant & Shift Supervisor
Please read the following so you are fully aware of the conditions and circumstances under which this program operates:

A. You will be assigned to ride with a security officer of this department. The officer will attend to his/her normal duties and will respond to all calls for service to which he/she is assigned.

B. Security officers can be and often are assigned duties which involve danger and serious risks. The officer with whom you are riding is no different. The officer will not avoid or disregard duties which involve emergencies or danger simply because you are accompanying him/her.

C. While every effort will be made to ensure your safety, the security officer's first responsibility will be to carry out his/her assigned duties.

D. The officer you accompany will be happy to discuss his/her duties and responsibilities insofar as time permits. If some emergency should arise, you must immediately and without question, comply with any orders or directions given to you by the officer. This is for your own safety.

GUIDELINES

1. Rides must be scheduled at least 24 hours in advance. Inquires may be made by telephone, but the waiver form must be filed by the requesting individual at least one week prior to riding.

2. The minimum age for the Ride-Along program is 18 years of age.

3. All rides are scheduled for 6 hours and at the beginning of each shift only. Day shift (0800), Swing shift (1600), Midnight shift (2200).

4. Riders are expected to be neat and clean in appearance. Clothing should be discreetly selected as riders will be in full view of the public. Sweat shirts, shorts, or other types of leisure apparel will not be permitted.

5. Rides may be terminated at any time for persons who are unruly, fail to obey instructions, distract an officer from his/her duties, or at the discretion of the shift supervisor.

6. In order to accommodate the greatest number of people, no one will be permitted to ride more than once a month, with the exception of academy cadets.

7. Other exceptions may be made for special programs or circumstances at the discretion of the shift supervisor.

8. A criminal history will be completed on each applicant and the results of which can be used to determine whether or not the Ride-Along is approved.

NOTICE

THIS APPLICATION IS NOT EFFECTIVE UNTIL APPROVED. YOU WILL BE NOTIFIED BY TELEPHONE OR MAIL WHEN APPROVAL IS GRANTED. THANK YOU FOR YOUR PATIENCE.
Community Service Officers

2.1.1 Purpose

Community Service Officers (CSO) provide a multifaceted service to the Department and the University community. The CSO duties may vary from foot and bicycle patrols to surveillance in areas known to have high crime incidents, assisting officers and the community. The CSO’s provide more than just additional "eyes and ears" for the Department.

2.1.2 Requirements

The requirements to become a Community Service Officer (CSO) are:

A. A student of the University.
B. Enrolled for a minimum of one credit hour.
C. Successfully complete a background investigation.
D. Successfully complete an orals board.
E. Successfully complete the CSO training program.
F. Capable of working a minimum of 15 hours per week.

2.1.3 Orientation and In-Class Training

All CSO’s will be required to attend a 16-hour in-service training program. During this training, the CSO will be required to read written materials, view videotapes, and attend lectures which will discuss CSO policy, Department policy, and provide "hands-on" training with equipment necessary for a CSO.
2.1.4 Field Training

Following the in-service classroom training, the CSO will work in the field with CSO Field Training Officers. The CSO is encouraged to ask questions and discuss hypothetical situations. The field training period will last four weeks, and may be extended to six weeks. If after six weeks the CSO has not successfully completed the FTO program, he/she will be terminated. No CSO will work alone until successfully completing the FTO program.

2.1.5 Probation

All CSO's will be on probation for a period of three months following their successful FTO training. CSO's will be evaluated throughout the probationary period on a weekly basis.

2.1.6 Duties and Responsibilities

CSO’s are the "eyes and ears" of the Department. They are neither asked nor expected to perform as officers; they are only expected to observe and communicate, unless directed by an officer, under the color and authority of office. CSO’s are expected to maintain a high profile, while on-duty.

CSO’s shall wear the CSO uniform as directed and shall not work in "plain clothes" or any variation of the uniform without first receiving permission from a supervisor.

CSO’s will not engage in officer activity, unless specifically ordered by a Department officer working under the color and authority of office.

CSO’s are expected to respond to reports of disturbances or crimes in progress, and maintain an observation position away from the situation so as not to interfere with the investigation or to unnecessarily endanger themselves or others.

From their observation area, the CSO should monitor the police/Department officers, crowd, and situations. They should advise officers of suspects in the area, who have not been identified.

CSO’s may be used for crowd control, to supplement police and Public Safety officers.

CSO’s may be used for security/special events assignments as directed by a supervisor.

CSO’s may conduct public assists, such as escorts, after notifying Communications of the request.

CSO’s will not be used to conduct traffic control in a street, unless that street has been completely blocked off. During traffic control, the CSO should wear a reflective traffic vest. During hours of darkness or low visibility a reflective vest is required. Physical intervention should never be used unless it is absolutely necessary. When verbal contact fails to correct a problem, or when an initial report indicates a criminal offense, a police officer should be called. Violations of this policy may result in disciplinary action up to and including termination.
CSO’s shall not drive a marked vehicle, except at the direction of an officer, for a specific purpose. In no situation shall a CSO drive any vehicle in an emergency.

2.1.7 Enforcement

CSO’s may warn individuals of certain laws and rules, but may not take action to enforce the laws. CSO’s are permitted to engage in field interviews for certain offenses (See Field Interviews). In cases of non-compliance, an officer should be summoned.

CSO’s do not have the authority to arrest.

2.1.8 Assignments

CSO’s will be assigned a particular area of patrol with duties and responsibilities unique to that area. Any police supervisor may, with cause, supersede a CSO’s previous assignment. In cases of conflicting orders, the CSO should inform the supervisor of the first order and request clarification and direction.

CSO’s are expected to maintain radio contact with the Department. They shall check in on the radio when going in-service and shall check out when conducting special checks, for breaks, or when ending the tour of duty.

CSO’s are expected to observe, evaluate, and make appropriate notifications to Communications when encountering a suspicious or unusual situation, or a crime in progress. The CSO should make a timely notification to Communications.

2.1.9 Obedience to Rules and Regulations

All CSO’s are subject to Department rules and regulations. Violation of such regulations may result in disciplinary action up to, and including, termination.

CSO’s are also subject to the CSO policy and procedure manual.

2.1.10 CSO Uniforms

CSO uniforms have been designed to distinguish them from officers. It is not uncommon for a citizen to mistake a uniform for that of a police officer. If a citizen approaches a CSO and requests assistance requiring a police officer, the CSO shall immediately notify Communications of the request. Uniforms shall not be worn except while on-duty or en route to and from duty.
2.1.11 **Equipment**

Community Service Officers shall only carry that equipment which is issued. In addition a CSO may carry a utility tool such as a Gerber Tool or Leatherman.

2.1.12 **Weapons - Prohibition**

CSO’s are not permitted to carry or have in their possession, any firearm, knife, or impact weapons while on-duty, or while wearing their CSO uniform.
Student Diversion

Officers of the Department are given latitude in dealing with violators of the Student Code of Conduct and of the law. Under certain circumstances, immediate arrest may not be the most appropriate action. This policy will outline alternatives to arrests.

3.1.1 Student Diversion Program

This student diversion program has been established in conjunction with the Dean of Student Affairs Office and the ISU Public Safety Office. This program is intended to provide first time student offenders of the Student Code of Conduct with a diversion program within the educational environment of limited offenses.

3.1.2 Eligibility

Students of the University who are registered for one or more credit hours may be considered for the program.

3.1.3 Limitations of the Student Diversion Program

The Student Diversion Program may not be available to a student if:

A. The offense involves a crime of violence against another person. (Pushing and shoving and mutual combat are excluded.)
B. The offense involves any assault on a police officer, University official, or officer of the Department.
C. The suspect has a prior history of a similar offense.
D. The offense involves a felony.
E. The officer determines through investigation that there are mitigating circumstances eliminating the diversion option.
3.1.4 Diversion Referral

If an officer exercises the diversion option in lieu of arrest or citation, the officer shall complete a thorough investigation, and document that investigation in a report. The officer will inform the violator that the case shall be referred to the Dean of Student Affairs Office for review. The officer shall not issue a citation or make a physical arrest if this is the option the officer has chosen.

3.1.5 Dean of Student Affairs Review

Students Affairs shall be the diversion administrator. Students Affairs shall review the referral form and may read the actual case report before deciding to accept a student into the diversion program.

If Student Affairs accepts the violator into the program, the student must agree to abide by the conditions of the diversion program.

3.1.6 Case Report Identification

Any case referred to the Dean of Student Affairs, shall be identified in the summary section of the case report.

3.1.7 Incidents Involving Students and Non-Students

In the event that an incident involves both students of the University and non-students, and arrests are made, the students shall be arrested or cited in the same manner as the non-students. The case report will then be forwarded to the Dean of Student Affairs Office.

3.1.8 Reports

An officer, after investigating an incident and making positive identification of all individuals involved, may elect to release all individuals without the issuance of any criminal citations or physical arrests. In this situation, the officer shall complete a case report with all of the known facts and circumstances.

Complaints may be used if the officer is unsure if probable cause exists for an actual physical arrest, or the case involves elements that legal authorities should review before making any arrests.

3.1.9 University Code Of Conduct

Only those officers designated by the Director are authorized to submit a Code of Conduct violation to Dean of Student Affairs Office.
Community Policing/Crime Prevention Programs

4.1.1 Policy

The Department has fully embraced the concept of Community Policing. Members are expected to uphold the philosophy "...with Community Policing in mind..." in all contacts with the public. Community policing is not a fad or a buzz word for politicians. We are expected to respect those that have a vested interest in the Department. The members will keep in mind the following:

Community Policing is a partnership of law enforcement with the public...sharing the responsibility for protecting and improving the quality of community life through teamwork, creativity and community resources, thus reducing crime.

Community Oriented Policing is a philosophy of policing based on the concepts that police officers and citizens, working together in creative ways, can solve community problems related to crime, fear of crime, and neighborhood disorder. The philosophy is based on the police developing a new relationship with law-abiding citizens, allowing them a greater voice in setting local priorities and involving them in improving the overall quality of life in their neighborhoods. It shifts the focus of police work from randomly handling calls to solving problems, and in particular, any reoccurring problems.

Traditionally in law enforcement, the tendency has been for crime prevention, community policing, and their related activities to be delegated to the crime prevention unit. This unfortunately limits the effectiveness of the crime prevention and community policing programs, as well as limiting the effectiveness of qualified personnel within other divisions of the Department. Within the Department, crime prevention and Community Policing is every member's responsibility, regardless of assignment.

The Department is committed to the development of crime prevention and community policing programs and community wide activities.

The crime prevention function will report to the Captain. The Captain will be responsible for the coordination of all Departmental crime prevention and Community Policing activities.
All members of the Department are encouraged to establish and maintain a contact with the University community and to promote cooperation, service, and safety. Through public support of the Department, a feeling of community is established that enhances mutual cooperation between law enforcement and the community which it serves.

The overall goal is to create a cooperative relationship between the Public Safety Officers and the faculty, staff, students and the campus community to identify problems that impact the quality of life, to devise strategies to address those problems, and to work together to solve them.

**4.1.2 Community Policing - Responsibility**

Community policing is the responsibility of all Department employees. The employee assigned to PIO and crime prevention responsibilities is responsible for supervising the community policing function of the Department.

A. The Department has established a Speakers Bureau to assist with crime prevention presentations. Members of the Department may appear before local groups after obtaining authorization via the chain of command from the Captain.

1. Employees making a public presentation shall submit to the Management Assistant a memorandum noting the date, time, location, and topic of the presentation. The memorandum will also include the number of people present.

2. Employees making a crime prevention or Community Policing presentation will submit to the Management Assistant a memorandum detailing the topic of discussion, attendance, date, time, and location of the presentation.

3. All memorandums shall include specific concerns that were raised during the presentation.

B. Employees who normally do not participate in public appearances may be asked to do so because of a particular skill.

C. All employees are encouraged to submit an officer’s report to their immediate supervisor identifying potential problems that have a direct bearing on law enforcement within the community. Employees will include recommendations and possible solutions for the concerns that are addressed in the officer’s report.

D. Training on enhancing community relations will be a part of ongoing training within the Department.

E. The Department will establish and participate in University community groups, such as the Safety Advisory Committee, to assist the Department in addressing the needs and concerns of the community.
4.1.3 Monthly Reporting

The Captain will submit a monthly synopsis to the Director of all presentations conducted for the preceding month. These reports shall include:

A. A description of concerns voiced by the community.
B. A description of potential problems that have a bearing on law enforcement activities within the community.
C. A statement of recommended actions that address the concerns and problems.
D. A statement of progress made toward addressing previously identified or reoccurring concerns and problems.

4.1.4 Development of Community Policing Policies

The Captain or his designee is responsible for developing Community Policing policies for the Department.

4.1.5 Community Groups

Members of the Department are encouraged to become involved in the various organizations and groups associated with the campus. Due to the need for direct coordination with the various organizations, members may be asked to become involved with a particular group or organization to serve as a liaison between the Department and the organization.

Employees will inform their respective supervisor of specific concerns of a particular group, so that if necessary, modifications of existing policy and procedure can be implemented or specific training needs identified.

These concerns will be passed onto the Department staff at staff meetings. If necessary, special meetings may be held to deal with the concerns of the community.

4.1.6 Publicity

It is the responsibility of the Captain or his designee to publicize the objectives, problems (concerns), and/or accomplishments of the Department as determined by the Director. The annual report shall contain the Department's goals and objectives for the year.

4.1.7 Direct Public Contact

Uniformed officers are encouraged to increase visibility on the campus through an active foot patrol of the grounds and buildings of the University. A direct personal contact fosters increased public relations, support, and understanding.
4.1.8 Annual Survey of Community

Annually the Director will distribute no less than 50 surveys to various administrators, faculty, staff, and students to seek public input into the following:

A. Overall agency performance.
B. Overall competence of Department employees.
C. Officer's attitudes and behavior toward citizens.
D. Concerns over safety and security issues on the campus.
E. Specific concerns within the respondent's area.
F. Recommendations and suggestions for improvements.

Results of the annual survey will be conveyed to the Department as a whole by the Director through staff. As a result of the survey, and if specific concerns are identified, a review shall be conducted to identify whether a policy, procedure, or practice should be modified.

Community input concerning Department policies, procedures, and action(s) may be obtained through citizen complaints (verbal and written) directly through the Department, or through concerns expressed through the media, administrators, or employees of the Department. The Department is committed to soliciting input from the community to foster a good working relationship with the University community.

4.1.9 Crime Prevention

Officers should utilize reasonable means to eliminate crime opportunities by increased area checks, or reporting the problem(s) for follow-up to the crime prevention unit.

4.1.10 Crime Prevention Presentations

Crime prevention presentations may be scheduled through the Captain or Management Assistant.

4.1.11 Crime Prevention Programs

Programs on the campus are intended to make the community more aware of their surroundings and the laws and regulations which affect them.

The Department is committed to assisting the community in feasible ways to reduce or eliminate crime opportunities or hazards. To accomplish this task an emphasis has been placed in the following areas:
A. Sexual assault awareness
B. Drug and alcohol awareness
C. Security surveys
D. On campus living facilities - residence halls and Greek affiliation residences.
E. Personal and property safety and security

4.1.12 Residence Halls

Crime prevention programs will be presented once each semester for each residence hall. Programming will focus on:

A. Personal Safety:
   1. Sexual assault prevention
   2. Personal safety
   3. Property security

B. Laws:
   1. Alcohol/drugs
   2. Motor vehicle
   3. Code of Conduct
   4. Others as necessary.

C. Review of “campus crime problems”

4.1.13 Fraternities and Sororities

Crime prevention programs will be given twice a year at the new member symposium, as well as when requested by the chapters. Areas to be covered may be found in Residence Halls, section 4.1.12 above.
4.1.14 Faculty and Staff

The crime prevention unit offers security surveys of offices and buildings. Security surveys are performed at the request of the departments and as directed by the Department.

Educational programs such as personal safety, property security, laws, alcohol and drugs, or other issues of concern may be addressed by the crime prevention unit. Crime Prevention information is also distributed to staff members during New Employee Orientation which held every other month throughout the year.

4.1.15 Orientation of New Students and Parents

The Department will participate in the orientation programs for parents and new students.

4.1.16 Program Targeting

Through crime analysis by the crime prevention office, targeting of high crime areas through the use of high visibility patrol, announcements, and posters will alert the community to potential problems.

The use of the Bengal newspaper, ISU Safety Newsletter and Campus Watch for presenting unique crime problems can also assist in informing the University community.

4.1.17 Crime Statistics

The Department will publish monthly crime statistics and make them accessible to the public during normal working hours through the Management Assistant.

4.1.18 Crime Misperception

The crime prevention unit and all members of the Department will address all known crime problems on the campus. Specific concerns about crime prevention should be addressed to the crime prevention officer for clarification.

4.1.19 Areas of High Crime Activity

The crime prevention unit will be responsible for informing the community of particular areas that have become specifically targeted for criminal activity. This may include the posting of warning notices, a meeting of area residents/employees, or increased law enforcement and Department presence through patrols.
**Timely Warning Policy**

The timely warning procedure is to assure the timely dissemination of criminal information reported to Public Safety regarding activities that may represent a threat or may be harmful and unsafe for the university community, and to aid in the prevention of similar threats or occurrence of crimes.

Timely warnings will include crimes that occur:

**On Campus -**

“All building or property owned or controlled by the university within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and

Any building or property that is within or reasonably contiguous to the area identified in paragraph (1) of this definition; that is owned by the institution but controlled by another person, is frequently used by students, and supports university purposes such as food or other retail vendors.”

**Non-Campus Building or Property -**

“All building or property owned or controlled by a student organization that is officially recognized by this institution; or

Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, if frequently used by students, and is not within the same reasonable contiguous geographic area of the institution.”

**Public Property -**

“All public property, including thoroughfares, streets, sidewalks and parking facilities, that are within the campus or immediately adjacent to and accessible from the campus.”

It should be noted that not all crimes are reported to Public Safety. In some instances the report is made to the local police department in which case there may be a period of time before Public Safety becomes aware of the report. Every effort will be made to coordinate with the local police for timely warnings.

Crimes that fall under the Timely Warning Procedure are as follows, but are not limited to:

<table>
<thead>
<tr>
<th>Homicide</th>
<th>Burglary</th>
<th>Hate Crimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex Offenses</td>
<td>Motor Vehicle Theft</td>
<td>Arson</td>
</tr>
<tr>
<td>Robbery</td>
<td></td>
<td>Negligent Manslaughter</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Public Safety Director or his designee will be notified as soon as possible for concurrence when a timely warning is thought to be in order. The type of media to be used for dissemination and wording of the warning must be approved in advance by the Director or his designee.
Types of dissemination are as follows:

- E-Mail
- Phone Mail
- Public Safety Web Site
- Campus Watch Newsletter
- Campus Radio Station
- Public Notices Distributed by Hand or Posted in Affected Areas of Campus

4.1.20 Monthly Summary

A summary of the preceding month's crime prevention activities shall be compiled and forwarded to the Director via the chain of command.

4.1.21 Evaluation of Crime Prevention Programs and Activities

Annually the supervisor assigned to crime prevention and the Director will review the entire crime prevention program. Changes in the program may be implemented at any time. This review will occur in May and any modifications will be implemented by August for the new school year.

4.1.22 Crime Prevention Liaison

The Public Information Officer serves in a variety of liaison capacities within the community, serving students, faculty, staff, and outside groups. These liaisons are necessary to maintain a sense of community and to meet the needs of the Department.

Members may be asked to serve as liaison to a particular group due to the member's interest or need. The Director or his designee may establish these liaisons as necessary to fulfill the mission of the Department.

Crime prevention officers will maintain liaison with the local police crime prevention unit.

4.1.23 Facility Design

The Department will work with the Facility and Design Department, Parking, Transportation, and Risk Management in the formulation of crime prevention and safety concerns for construction projects and transportation needs of the University.
Victim/Witness Assistance

5.1.1 Purpose

When victims and witnesses of crimes have been affected by a criminal act, and although they personally may not have sustained physical injury, the emotional stress due to the loss of personal affects, injury to family or friends, death, or witnessing a criminal act must be considered.

Victims and witnesses will be treated with fairness, dignity, and compassion. ISU Public Safety will work closely with the Bannock County Victim/Witness Program, University officials and other organizations to help victims of crime and those who have witnessed the criminal acts of others.

5.1.2 Definitions

Victim

Idaho law defines a victim as the person against whom a criminal offense has been committed, or if the person is killed or incapacitated, the person's spouse, parent, child, or other lawful representative, except if the person is in custody for an offense or is the accused.

Criminal Offense

Personal conduct that gives a peace officer or prosecutor probable cause to believe that a felony, sexual offense, or a misdemeanor involving physical injury or the threat of physical injury has occurred.

A person against whom a crime was committed by a juvenile is not a "victim" for the purpose of this legislation.

A corporation, partnership, association, or other legal entity is not a victim, but is entitled to the right to appear and be heard at any proceeding relating to restitution to the entity or sentencing of the person convicted of the criminal offense.
5.1.3 Idaho Constitutional Rights for Crime Victims

The State of Idaho has adopted Constitutional rights for crime victims. Public Safety personnel shall conform to the Constitutional requirements of this legislation (See State of Idaho Constitution Article I Section 22).

5.1.4 ISU Public Safety’s Responsibilities

The officer assigned to crime prevention responsibilities will also be designated as the Department’s coordinator for victim/witness assistance.

This officer will assist victims of crime with information concerning their cases, and direct them to agencies that will be able to assist them with their concerns and needs.

5.1.5 Patrol Responsibility

During the report taking process, it is the responsibility of the reporting officer to determine if the crime that occurred is a victim crime and if the victim is known. When the victim is an individual, the officer will provide the victim with a Victim/Witness Information brochure. This brochure will be given to the victim at the time of reporting or will be placed in an envelope and mailed by the reporting officer. If the report is a telephone report, the officer will mail a brochure to the victim/witness.

If the victim is a business or corporation, no special action will be taken.

5.1.6 Arrest of Suspect

If an arrest is made by the patrol officer at the time the report is taken, and the victim has requested notification, the officer will provide the victim with the suspect(s) name, date of birth, and the date, time, and location of the suspect's initial appearance or arraignment, except when the suspect is a juvenile.

A. Citation arrests: If the suspect is to be released on a citation, the victim will be given the justice court address with the date and time indicated on the citation.

B. Felony and Misdemeanor bookings: If the suspect is to be booked and held for an initial appearance, the victim should be given the address for the Bannock County Justice Court (Monday through Friday). Felony and misdemeanor bookings in Bannock County will follow established policy for that jurisdiction.

C. Release to Pre-Trial Services: If the suspect is released to Pre-Trial Services, the officer is required to follow-up with pre-trial services and determines the initial appearance date for the suspect. That information will then be relayed to the victim, if requested.

D. Juveniles: If the suspect is a juvenile, no information will be released to the victim. The victim should be referred to the appropriate prosecutor’s office for further information.
5.1.7 Return of Notification Letter

When a notification letter is returned as "undeliverable" by the post office, the letter and envelope will be given to Records for inclusion into the case report.

5.1.8 Investigator Responsibility

When the suspect is arrested by a detective, on a case under investigation, the detective will follow the same procedure as outlined for patrol bookings. If the report indicates that the victim has requested notification, the detective is responsible for making the victim notification. Notification will be documented in a supplemental report.

5.1.9 Inquiry by the Victim

If a victim inquires about the status of a case, the victim will be referred to the Detective Sergeant.

5.1.10 Release of Property/Evidence to the Victim

The detective or officer assigned to the case will review the case with the prosecuting attorney's office as soon as possible to authorize the release of property which belongs to the victim.

5.1.11 Goals and Objectives

The goals and objectives of Department concerning victim/witness assistance are:

To provide the victims/witness with timely assistance and accurate information concerning their cases. This will involve:

A. Providing the victim with information about the arrest of a suspect in their case through the use of a Victim/Witness Information brochure.

B. Notification of victim/witness rights personnel from the county attorney's office or other community service personnel.

C. Notification of University officials for assistance with University related matters and counseling.

D. Assist victim/witness with notification of family members.

E. Securing a safe and secure refuge when possible.

F. Advise the victim/witness about orders of protection (protects spouses, co-habitators, and close relatives from each other) and injunctions against harassment.
5.1.12 Training of Departmental Personnel

Officers will receive periodic roll call training concerning victim/witness legislation. Information concerning any changes in the laws or procedures for informing victims of crime information will be disseminated either in a training bulletin or through actual presentation.

5.1.13 Analysis of Victim/Witness Needs

At least once every two years the Director or his designate will meet with representatives of the Bannock County Victim/Witness Program to review statistical information concerning crimes and crime victims, and intervention programs within Public Safety jurisdiction.
Public and Social Services

6.1.1 Purpose

In the course of performing their duties, officers encounter people in need of a type of help best provided outside the criminal justice system or by a social service agency. This directive is intended to provide officers and other employees of the Department a means of providing a list of such agencies and services. Current listings are provided in Department publications such as:

A. The Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act
B. Domestic Violence and Sexual Assault Information Pamphlets
C. Crime Prevention for People with Physical Disabilities
D. PPD Crime Victims Compensation Program & Other PPD Pamphlets
E. Project Hope (Janet C. Anderson Gender Center)
F. Alcohol is Number One
G. Harassing and Obscene Phone Calls
H. Sexual Violence and the Law
I. Suicide Prevention
J. Workplace Violence

6.1.2 Department of Health and Welfare

In addition to the above listed pamphlets, the Department of Health and Welfare is available to assist with Child Protective Services and Adult Protective Services. They are also responsible for the distribution of food stamps and unemployment compensation.
6.1.3 Criminal Violations

In lieu of physical arrest, persons arrested for misdemeanor offenses may be cited and released, in accordance with Department policy. Officers may direct the individual to one of the above agencies or organizations to assist them following their release.

6.1.4 Non-Criminal Violations

Public intoxication is not a crime in this state. Officers should attempt to contact a third party who is willing to take care of the individual in cases of intoxication. Officers may encourage those individuals who are homeless or without a third party release to voluntarily go to one of the alcohol treatment centers for housing and care.

Officers should use discretion in situations involving alcohol, mental health problems, or that involve homeless or persons in need of assistance. These agencies and programs provide a valuable asset to the Department and the community.

Officers should provide the above mentioned pamphlets and/or the agencies and organizations listed below to any person who requests such assistance.

Offices may contact the local police for assistance in dealing with such care if circumstances warrant.

6.1.5 Contact Agencies and Organizations

Health Department 233-9080
Health & Welfare 239-6200
        Emergency 233-0590
Rape Crisis Center 251-HELP
Pocatello Police 234-6100
National Clearinghouse for Alcohol and Drug Info 800-SAY-NO-TO, 301-468-2600, or 800-622-HELP

ISU Public Safety 282-2515
Janet C. Anderson Gender Center 282-2805
Family Services Alliance Crisis Line 251-HELP
Crime Victims Compensation Program (208) 334-6080 -Boise
(208) 236-6399 - Pocatello
(208) 525-7248 - Idaho Falls

Special Events

7.1.1 Special Event Management

Management of all special events will be determined by the type of event, and the number of officers needed to manage the event.

7.1.2 Coordination

All special events will be reviewed by the patrol Captain or his designee prior to the event. All special events will be coordinated through the special event coordinator within the Department for scheduling of officers. All paid overtime positions will be assigned by the special event coordinator to a supervisor for assignment of personnel when applicable.

7.1.3 Events

At events such as sporting events, demonstrations, or other large scale events, where personnel from outside law enforcement agencies supplement the Department, the Director will be the event commander.

7.1.4 Event Supervisor

A Lieutenant or Sergeant may be assigned as the event supervisor. The supervisor will be responsible for the paperwork associated with the event to include time rosters, and all reports associated with the event. The event supervisor will be responsible for assuring that all positions are covered as assigned, and for the issuance of any special equipment or supplies for the event. The supervisor is the second in command of the event following the Director.
7.1.5 Briefings

At large scale events, there will be a briefing either verbal or written, conducted by the Director or a supervisor covering:

A. Expected crowd size
B. Prior crowd problems
C. Security/safety concerns
D. Assignments

If needed, the Department will distribute radios to the supervisors of the other agencies working the event(s) to maintain radio communications throughout the event.

At the discretion of the event commander, a Department radio frequency may be designated as the event frequency of operation.

7.1.6 Traffic Control

Point control posts may be established for both pre-event and post-event to facilitate the movement of pedestrians and motorists. The patrol Captain will be responsible for establishing these designated areas.

Parking concerns on campus will be addressed by the patrol Captain in conjunction with the Parking Office.

Parking concerns in the surrounding neighborhoods will be coordinated through the patrol Captain, the local police department, and city transportation office.

7.1.7 After-Action Review

A written After Action Report will be completed following each event where 20 or more officers have been assigned. The patrol Captain or his designee will complete the After Action Report within seven days of the event. The report will include:

A. A summary of crime activity associated with the event
B. Citations/arrests
C. Specific problems associated with the event
D. Recommendations
Following the special event, the patrol Captain will schedule a debriefing where the After Action Report will be distributed and discussed. The debriefing will occur within 14 days following the special event. At this debriefing, supervisors from the participating agencies and from non-police management areas will participate. Any modifications to the After Action Report will be finalized at this debriefing.

Recommendations will be solicited to improve future events. The patrol Captain will maintain the written report for all athletic events for a period of two years.

7.1.8  Distribution of After Action Report

The distribution of the After Action Report to other than non-law enforcement personnel will be determined by the Director or his designee.
Salary

The Department must conform to the established University, State Board of Education, and the Idaho Personnel Commission Policies and Procedures regarding salary implementation for employees of the Department.

8.1.1 Periodic Review

The Director will periodically review the salary program, and in his/her budget request make recommendations for the improvement of the salary structure. The Director may at any time request a review of a particular job description or employee to provide for equity in salaries. The Director may only make recommendations. The final decision for salary adjustments, other than scheduled changes remains with the University administration and the State Personnel Commission.

8.1.2 Merit Raises

When funding is approved by the legislature, employees who perform at a "very good" or "superior" may be subject to a merit increase, as established by University Policies and Procedures.

8.1.3 Salary Differential within Ranks

The Department of Public Safety has three designated ranks for officers and those are Security Officer, Senior Security Officer and Security Officer Supervisor. These ranks will determine the salary of the officer along with the individual’s longevity with the Department.

8.1.4 Salary Inequities

Salary inequities will be addressed by the Director whenever he/she determines there appears to be discrepancies as a result of University constraints. This will traditionally be done during the Director’s review of the salary program.
Salary inequity adjustments must be reviewed and approved by the University Administration. The Director will review final salary recommendations for promotion with the Human Resources to insure compliance with University policy.

8.1.5 Special Duty or Special Skills

The Department does not have a special salary scale for those employees with special skills or special duty assignments.

8.1.6 Fringe Benefits

Refer to the ISU Policies and Procedures regarding Fringe Benefits (i.e., Health Insurance, Disability Insurance, Life Insurance, Retirement, Employee Assistance Programs, etc. (www.isu.edu/policy).
Departmental Property

1.1.1 Departmental Property

Management of Departmental property is vital to the orderly operation of the Department. This policy will establish accountability for Departmental property.

1.1.2 Requests for Clothing or Equipment

The Property/Evidence Division is responsible for the inventory of capital items and personal property logs. All employees are responsible for the maintenance of property and equipment issued to them. Equipment and clothing are available from the supervisor of the Property/Evidence Division. Capital purchases are the responsibility of the Director. Clothing and equipment will be recorded on the clothing inventory card.

1.1.3 Accountability

The Property/Evidence Division is responsible for the annual inventory of capital items, as defined by University property management. Annually, the Department will receive a listing of all property listed as belonging to the Department. Items will be verified through visual inspection. Items that are on the list that are no longer in Department possession shall be so noted and the list returned to property management.

All items on the list shall be accounted for. The Property/Evidence Division is further responsible for adding new capital purchases to the existing list. All employees are responsible for the care and maintenance of their issued equipment and property.

1.1.4 Storage of Surplus Property

The Property/Evidence Division will be responsible for the maintenance of all property stored as surplus property. The section will ensure that the property is in good working order and available for use as necessary. Property/Evidence Division personnel will be responsible for periodic inspection of surplus property to insure readiness. Surplus property will be stored in the property room, with a restricted access.
Patrol Vehicle Supplies

1.2.1 Patrol Vehicle Requirements

Every marked patrol vehicle, routinely used for patrol shall be equipped with the following supplies:

A. One standard first aid kit
B. One class ABC fire extinguisher
C. One disposable or cloth blanket
D. Road flares
E. One measuring tape
F. Chalk or a can of spray chalk
G. Traffic cones
H. Vehicle unlock tools
I. Jumper cables
J. CPR Face shield
K. Hand sanitizer
L. Bio-Shield - OC de-contaminant
M. Report forms
N. Crime scene investigation kit that includes:
1. Latent fingerprint cards
2. Scissors
3. Two scalpels - disposable
4. Jar of black fingerprint powder
5. Two fingerprint brushes
6. Ample amounts of plastic and paper bags
7. Five sets of latex or disposable plastic gloves

Officers are responsible for replenishing supplies as they are used. Supplies may be obtained from Property/Evidence.
Marking of Vehicles

1.3.1 Policy

The marking of patrol vehicles will be done in a consistent manner, to readily identify a vehicle from other law enforcement agency vehicles.

1.3.2 Required Markings - Patrol Vehicles

Patrol vehicles will have the Departmental lettering affixed to both sides of the vehicle.

Marked vehicles will display the 9-1-1.

1.3.3 Equipment

Designated patrol vehicles will have red overhead lights and will be equipped with at least one spotlight on the driver’s side.

Vehicles may be equipped with push bars, siren, hazardous warning lights, a public address system or mobile radio.
Body Armor

1.4.1 Wearing of Body Armor

Each officer is issued body armor as part of their issued equipment.

All officers working in patrol assignments will wear the department issued body armor when on duty and or working special assignments. Any exceptions will be approved by the Director.

1.4.2 Mandatory Wearing of Body Armor

The Department requires all officers to wear body armor while on-duty; especially officers assigned to patrol and/or working special assignments. Special assignments include, but are not limited to, the following:

A. During the execution of search warrants.

B. While executing arrest warrants on persons other than during routine field activities.

C. As ordered by a supervisor - for special activities.

1.4.3 Replacement of Body Armor

Body armor will be replaced every four years. Officers may elect to replace body armor with the contour, side panel models, or keep the traditional front and back panel models. If body armor becomes damaged prior to the scheduled replacement, it will be replaced.
Use of Radar

1.5.1 Purpose

The use of radar has been found to be an effective method of speed regulation.

1.5.2 Operational Procedure

Prior to using the radar unit, the operator shall inspect the unit for any visible defects. Any deficiencies shall be reported to the officer's immediate supervisor. If necessary, the radar will be returned for service by an approved repair representative of the manufacturer.

1.5.3 Enforcement Areas

Radar enforcement will occur on University property only. Radar may be used outside of this area at the request of another law enforcement agency of jurisdiction and with the approval of the Director. Radar may be used on city streets within the University for information and survey purposes only.

1.5.4 Violations

Violators will be cited under University Parking Regulations, or issued warnings which are either verbal or written.

1.5.5 Warning Period

During the first two weeks of each school session verbal or written warnings will be issued to violators of the posted speed limit. Following the two-week period citations may be issued.

Nothing in this policy will preclude an officer from issuing a citation for extreme speed or hazardous driving/riding behavior.
1.5.6 Care and Storage

Daily maintenance shall be the responsibility of the officer(s). Officers shall inspect the unit for:

A. Frayed or broken cords.
B. Physical damage to the radar unit.
C. Missing controls or knobs.
D. Proper calibration.

A functional check list also must be completed in accordance with the manufacturer's guidelines. Programmed maintenance is not necessary unless the unit fails to accept calibration or other difficulties outside of the operator's area of expertise.

The radar shall be kept secured and locked when not in use to prevent theft or damage.

1.5.7 Maintenance Records

A patrol Sergeant will be responsible for the maintenance and calibration records for the radar unit.

1.5.8 Operator Training and Certification

All Public Safety officers are encouraged to utilize the radar and make traffic stops, however, for officers not certified on the radar, stops are a courtesy only to advise people of their speed.

1.5.9 Training

All officers using the radar must be trained by a certified radar instructor. Recertification is required yearly.
AED- Automatic External Defibrillator

This policy is a guideline to supervisors, officers and communications staff in determining the appropriate level of response. In addition, provides guidelines for dispatching officers to cardiac arrest or other medical situations where the use of an AED may be needed.

1.6.1  Purpose

To establish a procedure identifying when Public Safety Officers will be assigned to cardiac arrest incidents and the use of Automated External Defibrillators (AED’s).

Cardiac arrest occurs when the heart’s electrical system causes the heart to quiver erratically, also known as ventricular fibrillation, preventing the pumping of blood throughout the body and brain. Death occurs within minutes unless the normal rhythm of the heart is restored. For each minute the heart is in fibrillation about 10 percent of the ability to restart the heart is lost. It is anticipated that the placement of AED devices in patrol cars may provide opportunities for trained Public Safety Officers to deliver a defibrillating shock to victims of cardiac arrest prior to the arrival of the Emergency Medical Services.

1.6.2  Policy

A.  The Department of Public Safety shall attempt to respond to all reported incidents of cardiac arrest within the campus boundaries. A cardiac arrest is a “Priority One” call and will be dispatched as an emergency in progress according to dispatch procedures. Our ability to have an officer on scene ahead of EMS units shall be the main objective in responding to cardiac arrest. Emergency Medical Services will be contacted and notified simultaneously with Public Safety Officers.

B.  Dispatch personnel shall determine the location of responding Emergency Medical units and relay this information to officers responding to the call. Dispatch and officers will keep each other updated of any status changes as the call progresses.

C.  The Heart stream Forerunner II Automated External Defibrillators are located in marked patrol vehicles to ensure that they are available for immediate use throughout the campus.
D. Automated External Defibrillators shall only be used in a manner specified by the manufacturer and only by personnel trained to properly operate the devices. When an AED is used to defibrillate a heart attack victim, the involved officer shall complete a report by the end of shift. The disk from the device shall accompany the patient to the hospital and then be returned to a supervisor or other designated authority for evaluation after each use.

E. Notification- Dispatch will notify the on-duty Sergeant, the AED Medical Director, Office of Communications, in addition to other specified notifications.

F. Follow-up - The Watch Commander will assure that the AED is properly recharged and re-supplied so that it is ready for future use. The Administrative Lieutenant or Associate Director will arrange a critical incident debriefing.

1.6.3  AED-Automated External Defibrillator Specifications

ISU Public Safety’s AED (Automated External Defibrillator) must meet the following specifications:

Must perform automatic periodic status self-tests, with status indicator display.

Must automatically store information summary of the cardiac incident, with retrieval/removable data card recording.

Must have LCD/ECG display to reinforce voice prompts.

Must have built in training capabilities to allow users to train with the unit.

Must determine if a shock is required and protect against inappropriate shock to include protection against shocking in SUPERA VENTRICULAR TACHYCARDIA.

Must provide on-site training equal to CPR and AED training as recommended by the American Heart Association, the American Red Cross and required by Idaho Code 5-337.

Must provide for local EMT/Ambulance connection to the pad cables.
Appendix A

Common Acronyms

ATL  Attempt to Locate
BCJDC  Bannock County Juvenile Detention Center
BCSO  Bannock County Sheriff Office
CD  Career Development
CI  Confidential Informant
CP  Command Post
CPD  Chubbuck Police Department
CRL  Candidate Referral List
DOT  Department of Transportation
DUI  Driving Under the Influence
FCC  Federal Communications Commission
FERPA  Family Educational Rights and Privacy Act
FI  Field Interview
FTO  Field Training Officer
HR  Human Resources
IPC  Idaho Personnel Commission
ISP  Idaho State Police
ISU  Idaho State University
LETN  Law Enforcement Training Network
MCP  Mobile Command Post
PIO  Public Information Officer
MOU  Memorandum of Understanding
MSR  Minor Service Report
MVD  Motor Vehicle Department
OIT  Officer in Training
OME  Office of the Medical Examiner
PFD  Pocatello Fire Department
PIO  Public Information Officer
POST  Peace Officers’ Standards and Training
PPD  Pocatello Police Department
PTS  Pre-Trial Services
RA  Resident Assistant
SO  Student Officer
SOP  Standard Operating Procedure
UCR  Uniform Crime Report
Background: This policy explains the role of the Security Department on the Lewiston campus.

Point of Contact: Director of Security

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: President’s Office, Provost’s Office, Office of Vice President for Student Affairs, and Office of Vice President for Finance and Administration

Date of approval by LCSC authority: 7/1/14

Date of State Board Approval: N/A

Date of Most Recent Review: 7/1/14

Summary of Major Changes incorporated in this revision to the policy: This revision references the new Idaho state law and State Board of Education policy on firearms which went into effect on July 1, 2014.

This LCSC policy reflects Idaho State Board of Education policy V.L.2 which directs that “Each institution must develop a campus security plan to maintain the physical security of persons and property on the campus and in full cooperation with state and local law enforcement agencies.”

1. Purpose:
   This LCSC policy reflects Idaho State Board of Education policy V.L.2 which stipulates that “An environment of safety and security is critical for institutions to cultivate a climate conducive to knowledge and learning.” The State Board policy further directs that “Each institution must develop a campus security plan to maintain the physical security of persons and property on the campus and in full cooperation with state and local law enforcement agencies.” The objective of this LCSC policy is to protect and maintain life and property within the confines of the campus, to enforce the rules and regulations of the State Board of Education and Lewis-Clark State College, and to comply with the disclosure requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Federal Code 20 U.S.C. § 1092(f) et seq.

2. Organization:
   State Board of Education policy (V.L.3) stipulates that “Overall responsibility for campus security rests with the chief executive officer of the institutions. Each chief executive officer must designate a senior administrative officer and an alternate to serve as liaison between the institution and state and local law enforcement agencies.” The President of LCSC designates the Vice President for Finance and Administration as the primary liaison between the College and law enforcement agencies, and the Director of Security is designated as the alternate liaison officer. The Lewis-Clark State College Campus Security Department operates under the direction of the Vice President for Finance and Administration (VPFA). The Director of Security is responsible for the operation of the Campus Security Department.
SECTION: PERSONNEL

SUBJECT: CAMPUS SAFETY AND SECURITY

3. Reporting of Criminal Actions or Emergencies:
The Campus Security Department is responsible for enforcement of policies, rules, and regulations set forth by the State of Idaho, Idaho State Board of Education, and Lewis-Clark State College. The Campus Security Department office is located in Meriwether Lewis Hall room 110. The department is staffed by trained officers with experience in security and law enforcement.

A. Prevention of injury and/or property loss depends upon prompt notification and timely request for assistance to campus security personnel. All thefts, vandalism, violence, actual or suspected criminal activity, incidents of damage to persons or property; and lost or missing persons situations should be reported immediately.

B. To report a crime or emergency, members of staff, students, faculty, and administrators should call 792-2226 or 2815. Security officers are on duty 24/7/365. Local law enforcement can be contacted by dialing 911 (on campus phone system users may need to dial 9-911).

C. There are several free telephones located on campus. They are located in Reid Centennial Hall, Library, Mechanical Technical Building, Student Union Building (SUB), and in the lobby of Clark Hall. Security can be reached by dialing ext. 2815 from any on-campus phone. There are also emergency phone systems on the south exterior doors of Talkington Hall and outside Thomas Jefferson Hall, as well as at the west entrance of Clark Hall. An emergency phone is also located inside the foyer of the Security Office in Meriwether Lewis Hall, Room 110, which is accessible from the north side of the Library parking lot.

D. The Campus Security Department of Lewis-Clark State College maintains direct radio and telephone contact with the Lewiston Police Department, where support can be obtained immediately. The on-duty LCSC security officer(s) will answer all complaints, taking necessary steps to alleviate any dangerous situations. The Campus Security Department will notify the proper department and take steps to protect persons and property.

E. When off-campus emergency service is called or has responded to an alarm (police/fire, etc.) the person responsible for the division, building, activity or area to which the emergency service is responding, shall notify campus security immediately.

F. In case of a serious event or emergency, the appropriate emergency services should be called first, then Campus Security Department. The affected buildings will be evacuated when a fire alarm sounds unless advised differently by fire or security officers.

G. The Campus Security Department shall be notified as soon as practicable when earlier-reported lost property is recovered.

4. Access to Campus Facilities
The Campus Security Department is responsible for locking and opening buildings and classrooms, which includes special events, when arrangements have been made in advance. Call Security if access to campus facilities is needed outside of regular hours or if assistance is needed to gain
SECTION: PERSONNEL

SUBJECT: CAMPUS SAFETY AND SECURITY

Authorized entry to locked buildings/rooms. Notify Security if you will be working in campus facilities beyond regular hours or on weekends/holidays.

A. The Campus Security Department should be notified of all special events on campus as added security may be required for the protection of persons and property. This includes, but is not limited to, athletic events, fairs, flea-markets, powwows, dances and festivals.

B. Campus buildings and facilities are accessible to members of the campus community, guests and visitors during normal hours of business, and for limited designated hours on weekends. Doors are alarmed in some halls during the hours of darkness. Security personnel carry keys to all buildings. All buildings are regularly patrolled during each shift.

5. Law Enforcement Authority and Interagency Relationships

The Campus Security Department does not have arrest authority but is authorized to make citizen’s arrests when necessary, as granted by Idaho Statute 19-604.

A. The Lewis-Clark State College Campus Security Department maintains a close working relationship with the Lewiston Police Department, Nez Perce County Sheriff’s Department, and all appropriate elements of the criminal justice system. Meetings are held on a formal and informal basis. Crime related reports and statistics are routinely exchanged.

B. A close relationship is maintained with the Human Resource Services, Student Affairs, and Residence Life. Security reports concerning LCSC employees or students are coordinated with other affected LCSC units as needed.

6. Security Awareness and Crime Prevention Programs

It is the philosophy of Lewis-Clark State College to attempt to prevent crimes rather than react to them after the fact. A primary tool to accomplish this is the Crime Awareness Program. The program is based upon the concepts of eliminating or minimizing criminal opportunities, whenever possible, and encouraging students and employees to be responsible for their own safety and the security of others. The following is a listing of the programs and projects used to accomplish this.

A. Escort/Shuttle Program: An escort service is provided, particularly during the hours of darkness, for persons walking from buildings to their vehicles, or to persons needing transportation to Clearwater Hall on a case-by-case basis.

B. Resident Hall Security: Crime prevention brochures and other printed materials are made available to the students.

C. Telephones: Security may be reached by campus extension or off-campus numbers.

D. New Employee Orientation: Safety/security subjects are discussed by our safety officer for new employees

E. Lewis-Clark State College Alcohol/Drug Policy: See Policy #3.113 and Policy #3.114
SECTION: PERSONNEL

SUBJECT: CAMPUS SAFETY AND SECURITY

F. Firearms and Dangerous Weapons: Concealed carry of firearms is permitted only within the parameters established in Idaho Statute (section 18-3309), State Board of Education policy (section V.L.1), and LCSC’s Firearms Policy (policy 4.123 link). Additional guidance to students on possession or use of dangerous weapons and incendiary or explosive substances is contained in the LCSC Student Handbook link.

G. Safety and Emergency Information: Additional guidance on information related to campus safety is contained in LCSC policy 3.135 (“Safety and Accidents”) and in the LCSC Emergency Management Plan (EMP).

7. Disclosure requirements:
Statistics are compiled and posted on the Security website concerning the occurrence of crime on campus during the most recent school year, and during the preceding school years for which data are available.

8. Timely Warnings

A. LCSC President or his/her designee is responsible for issuing timely warnings. Anyone with information warranting a timely warning should report the circumstances to Lewis-Clark State College Security Department or the President’s office as soon as safely possible. In the event that a situation arises that requires issuance of a warning, these warnings are provided in order to keep the campus community informed about safety and security matters on an ongoing basis and in an effort to prevent similar crimes from occurring. The decision to issue a timely warning shall be decided on a case-by-case basis in compliance with the Clery Act, taking into consideration all available facts surrounding the campus community, whether the crime is considered a serious or continuing threat to students or employees and the possible risk of compromising law enforcement efforts.

B. Procedure: Upon receipt of all relevant information and a determination has been made that a timely warning should be issued. Campus Administration will inform the campus community by immediately contacting the directors of Security and College Communications or their designees to allow for appropriate media distribution of the warning. In addition, a major catastrophe or disaster at LCSC, the College may provide timely information regard the incident(s) on the emergency website www.lcsc.edu/emergency, by posting flyers, student email, student radio station (KLCZ-88.9 FM) or other local media outlets. The warning may include, but is not limited to, the following information: type of crime, location of occurrence, and available suspect information.
Background: LCSC’s policy on firearms conforms to the provisions of Idaho law (Idaho Code 18-3309(2)) and State Board of Education policy. LCSC’s policy has been put in place to ensure that a safe and secure environment is maintained at the College at all times. This policy complements LCSC Policy #3.136 (“Campus Safety and Security”) and the LCSC Student Handbook.

Point of Contact: Vice President for Finance & Administration

Other LCSC offices directly involved with implementation of this policy or significantly affected by the policy: President’s Office, Provost’s Office, Vice President for Student Affairs Office, Campus Security, Athletic Department

Date of approval by LCSC authority:

Date of State Board Approval: Not applicable.

Date of Most Recent Review: Not applicable (this is a new policy which takes effect on July 1, 2014.

Summary of Major Changes incorporated in this revision to the policy: The entirety of this policy is new, with an effective date of July 1, 2014. Outlined herein are guidelines for LCSC employees and students pertaining to firearms on College-owned or controlled property and/or at College events.

SUBJECT: LEWIS-CLARK STATE COLLEGE FIREARMS POLICY

1. Purpose: This policy implements LCSC procedures to comply with the State Board of Education policy on firearms [see SBOE Policy V.L. (“Campus Security”). As stated in SBOE policy, “An environment of safety and security is critical for institutions to cultivate a climate conducive to knowledge and learning.” This plan provides specific guidance on firearms, complementing LCSC policies applicable to “dangerous weapons” in general, which are contained in the LCSC Safety and Security Plan and in the Student Handbook and associated policies. Maintenance of campus security is a shared effort, carried out in full cooperation with state and local law enforcement agencies. This policy applies to LCSC employees, students, and members of the general public while on College property.

2. Responsible Offices: Per State Board of Education policy, overall responsibility for campus security rests with the chief executive officer of the institution, i.e., the President of LCSC. The Vice President for Finance and Administration is designated by the President as a liaison between LCSC and local law enforcement agencies, with the LCSC Director of Security serving as the alternate liaison officer.
SECTION: Administration

SUBJECT: Firearms Policy

3. **Authorized Carriage of Firearms:** In accordance with Idaho statute, State Board of Education policy stipulates that “All institutions shall allow concealed carry of firearms and ammunition by holders of licenses described in section 18-3309(2), Idaho Code, under the conditions and limitations set out in that section” [i.e., retired law enforcement officers and citizens who have successfully completed training and have received an enhanced concealed weapons carriage permit from Idaho law enforcement, see link for details]. Any other possession of firearms on LCSC property is prohibited, unless specifically authorized as part of the LCSC safety and security plan, or if specifically approved on a case-by-case basis by the President of LCSC.

4. **Definition of “Firearm”:** “Firearm” as used in this policy means any instrument used in the propulsion of shot, shell, bullets, or other harmful objects by the action of gunpowder exploded within it, by the action of compressed air within it, by the power of springs, and including what are commonly known as “air rifles, BB guns, and pellet guns.” [Note: restrictions on other (non-firearm) types of potentially dangerous weapons are described in LCSC’s Safety and Security policy and in the student handbook and student policies (see link).]

5. **Definition of “Concealed Carry”:** “Concealed” means that the firearm is located on an individual’s body (or immediate extensions thereof, such as a purse or backpack), is not readily ascertainable, and is hidden from the ordinary sight of another person. A firearm is not concealed when it is viewable by another person, even if the revealing of the firearm is inadvertent and/or unintentional by the carrier. Concealed carry of a firearm must be done so that 1) the firearm is not discernible by ordinary observation and 2) the firearm is in such close proximity to the person that it is readily accessible for prompt use.

6. **Restrictions on Concealed Carriage of Firearms:** Persons issued a concealed firearm permit under section 18-3302H or 18-3302K, Idaho Code, shall not carry a concealed weapon:
   
   A. Within any College owned or operated residence hall;
   
   B. Within the following “public entertainment facility” with a capacity of at least 1,000 persons: the LCSC Activity Center and Harris Field complex. Signage to this effect is posted in/around this facility/area. This restriction applies at all times.
   
   C. In other facilities or areas on campus which are posted for “no weapons” in conjunction with designated special events, for the duration of the event only (for example, within the fenced/gated area established for the annual “Art Under The Elms” festival).

7. **Exceptions:** Authorized exceptions applicable to non-concealed carry of firearms—as listed in the LCSC Safety and Security Policy
SECTION: Administration

SUBJECT: Firearms Policy

A. The lawful possession of weapons by sworn peace officers, reserve officers, and qualified law enforcement officers, as such officers are defined in 18 U.S.C. Section 926B (whether in uniform or off-duty/plain clothes with proper identification), and on-duty armored transport personnel.

B. Open carry of non-operational firearms is permitted by members of ceremonial color guard details as part of an authorized LCSC celebration (for example, annual commencement exercise). [Note: the requirement that color guard-borne firearms be non-operational does not apply in cases where the members of the ceremonial color guard are comprised of active duty or reserve military members or law enforcement personnel.]

C. Any other requests for exceptions to LCSC firearm carriage policy (for example, the open carry of firearms as part of historical reenactments or open display of firearms for curriculum-related events or training/orientation) must be submitted to the LCSC President for approval on a case-by-case basis. Request forms can be obtained from the Security Department or the President’s Office.

8. Possession or use of firearms by LCSC Employees: Employees are permitted to exercise their firearm rights as defined in Idaho code and LCSC policy. Unless an employee is required by the President (either on an ongoing or on a case-by-case basis) to carry a firearm as part of the employee’s specific job duties, any possession or use of a firearm by the employee is not considered to be within the course and scope of employment with the College.

9. Concealed Carry License Status: The College will not maintain a list of concealed license holders—this information is not a matter of public record. LCSC employees may not require students or other employees to disclose their concealed carry license status.

10. Firearm storage and additional information on firearm policies: Secure storage for personal firearms owned by LCSC students is available through Campus Security. Security operates on a 24/7 basis every day of the year. Firearms delivered to Security for storage should be presented unloaded, encased, and with a trigger lock attached or otherwise rendered inoperable. Please contact Security (792-2226) if you need assistance with storage of firearms or if you have questions related to LCSC’s firearm policy. Additional information (including a summary of “frequently asked questions” on firearms) is also available on the Security Department’s web page (see link).

11. Violations: Any College employee or student who is found to be in violation of this policy may be subject to disciplinary action including, as applicable, student suspension or expulsion, termination of employment or exclusion from the College. Violators may also be subject to prosecution under applicable laws.
Security and Safety Plan

2014

Office of Public Safety & Security
875 Perimeter Drive MS 3162
T: 208-885-2254  E: campus-security@uidaho.edu
Security and Safety Plan

The University of Idaho has developed and implemented a broad range of safety and security policies. This plan provides an overview of the programs and policies that provide for the safety and security of the Vandal community. Safety and Security is a shared and collaborative effort at the University of Idaho.

The Office of Public Safety & Security consists of University Security, Risk Management, Emergency Management and, Environmental Health & Safety. The office of Public Safety is focused on creating and maintaining a safe environment for the UI Community and those who visit. We are engaged with internal and external stakeholders creating effective and efficient safety and security programs that enhance the living, learning and working experience at the University of Idaho.

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Timely Warnings and Emergency Notifications

To report a crime, dangerous situation, or imminent threat on campus, during daytime business hours call the Office of Public Safety and Security at 208-885-7074 or Campus Security 24-7 at 208-874-7550.

Emergency Notifications

The Clery Act requires institutions to issue an emergency notification upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health and safety of students and employees occurring on campus. If a report of a dangerous situation or immediate threat is received and an institutional official (or officials), in coordination with public safety agencies or community partners if necessary, has verified that a legitimate emergency or dangerous situations exists, the Office of Public Safety and Security (OPSS) will issue an emergency notification to the campus community. Authorized personnel from OPSS will send out a Vandal Alert, which may include some or all of the following methods of contact: Email, telephone message, and/or text message. The UI will, without delay, and taking into account the safety of the community, determine the content of the Vandal Alert notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency. Depending on the situation and circumstances, the information may also be included in various campus publications; the Public Safety and Security and University websites; and/or press releases.

In addition, the Vandal Alert system is tested at least once per semester.

Timely Warnings

The Clery Act requires institutions to make a “timely warning” to the campus community when a report of murder, sex offense, robbery, aggravated assault, burglary, motor vehicle theft, manslaughter, or arson is received by campus security authorities and, in the judgment of the institution, the crime at issue poses a serious or continuing threat to students and employees. The Act and its implementing regulations leave it to each institution to determine the suitability, timing and substance for these reports. At the University of Idaho, the Office of Public Safety and Security (OPSS) along with senior leadership are responsible for making these determinations and for issuing “timely warnings” when appropriate.
When the OPSS becomes aware of criminal incidents that in the judgment of OPSS and the University’s senior leadership constitute an ongoing or continuing threat to the campus community, the OPSS issues a timely warning to notify the community. Depending on the particular circumstances, a timely warning may be disseminated by using one or a combination of the following: Vandal Alert, which may include email, telephone message and/or text message; various campus publications; the Public Safety and Security and University websites; and/or press releases.

### Reporting Crimes and Other Emergencies

**Important Phone Numbers**

- During an **EMERGENCY** *(Fire/Medical/Accident/Hazardous Spill)* always **CALL 911**
- To Reach CAMPUS SECURITY in a non-emergency, call (208) 885-7054
- For University of Idaho Emergency Updates, call (208) 885-1010
- National Poison Control call 1-800-222-1222
- Environmental Health & Safety *(Hazardous Materials/Lab Safety/Building Safety/Occupational Safety)* (208) 885-6524
- Facilities Services (208) 885-6246
- Moscow Police Department (non-emergency (208) 882-COPS (2677)
- OFFICE OF PUBLIC SAFETY AND SECURITY (208) 885-7074
- HUMAN RIGHTS, ACCESS AND INCLUSION The University of Idaho’s non-discrimination policies, including bias or sexual harassment prevention and response, (208) 885-4285
- OMBUDS OFFICE Confidential, impartial and informal conflict resolution assistance, (208) 885-6151
- VIOLENCE PREVENTION PROGRAMS (208) 885-2956
- COUNSELING AND TESTING CENTER Free and confidential counseling services for students, call (208) 885-6716
- STUDENT AFFAIRS (208) 885-6757
- HUMAN RESOURCES (208) 885-3638
- BEHAVIOR OF CONCERN *If you see something, say something!* If you notice behavior of concern in students, staff, faculty or visitors, please seek advice from the Office of Public Safety and Security (208) 885-2254

### Voluntary Confidential Reporting

The University of Idaho’s confidential hotline number is: 800-775-1056. If anyone sees or suspects unethical or illegal behavior, they may report their concerns anonymously through this toll free number.

### Campus Security Authority Training

A Campus Security Authority (CSA) is a person who has significant responsibility for student and campus activities and to whom crimes are most likely to be reported.

Campus Security Authorities include Faculty Advisors to student organizations, Athletic Team Coaches, the Director of Athletics, Intercollegiate Athletics Administration staff members, the Director of Movement Sciences, the Director of the Idaho Commons and SUB, the Dean of Students, the Director of Residences, Resident Advisors, Campus Security, the
Director of Emergency Management and Security Services, the Risk Officer and the AVP’s of Coeur d’Alene, Boise and Idaho Falls Higher Education Centers.

An online training program for all Campus Security Authorities is available within the University of Idaho’s learning management system: NetLearning.

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**Emergency Notifications and Evacuation Procedures**

**Emergency Notifications**

Emergencies may range from severe weather to building evacuations to campus closures, and the University has a variety of methods to communicate with students, faculty, staff, visitors, and the public in the event of these and other possible emergencies. Depending on the situation, the University may use some or all of the following tools.

**Vandal Alert** is used to contact the University of Idaho community by email, text messaging and/or voice in the event of an emergency. If a timely warning or an emergency notification is sent, the Office of Public Safety and Security will utilize the Vandal Alert system to communicate pertinent information which may include but may not be limited to a description of the incident, location, and appropriate protective action to take.

University of Idaho Public Safety and Security website: [http://www.uidaho.edu/public-safety-and-security](http://www.uidaho.edu/public-safety-and-security). This website is updated with information during actual emergencies or campus closures.

Facebook. [https://www.facebook.com/UniversityOfIdahoEmergencyManagement](https://www.facebook.com/UniversityOfIdahoEmergencyManagement) The University of Idaho Emergency Management Facebook page posts information about emergencies and safety concerns and is also two way communication from people who have “Liked” the page.

University of Idaho Active in Emergencies update line: (208) 885-1010. Students, faculty, and staff members may call this main number for information and status updates on emergencies and campus closures.

Local News Media. University Communications and Marketing sends press releases and communicates with local media. Because our students, staff, and faculty have varying schedules, the University depends greatly on broadcast media to communicate important emergency information to our campus community before or during their commutes.

Telephone Trees. The Office of Public Safety and Security, as well as all University Units, maintain and update telephone trees of contacts that are activated during emergencies.

The Office of Public Safety and Security primarily develops and disseminates emergency information in cooperation with University Marketing and Communications.

**Evacuation Procedures**

35.22 - Emergency Evacuation Procedures. The Environmental Health and Safety Office has developed general emergency evacuation procedures and each department supplements these procedures with departmental supplemental information. It is recommended that these procedures be posted in every department and distributed to all building occupants.
Comprehensive Emergency Management Plan (CEMP). The University CEMP describes three protective actions that may be issued by the University Office of Public Safety and Security or University personnel. Protective actions will be issued based on situational awareness and unique conditions.

Evacuation. The first protective action that may be issued by the University Office of Public Safety and Security or university personnel is a building or campus-wide EVACUATION. An EVACUATION protective action may be issued in response to a fire, hazardous materials spill/release, or active shooter situation. An EVACUATION protective action should not be issued for a bomb threat unless there is credible and specific information regarding the location and time of the threat. This protective action is aimed to keep students, faculty, staff, and visitors safe by creating distance between them and the hazard area. EVACUATION means immediately leaving the area you are located for another designated safe location. If a campus-wide EVACUATION is issued, everyone on a campus is required to immediately leave on foot in an orderly manner and should not try to leave by car. Specific information regarding how to properly EVACUATE can be accessed on the Environmental Health and Safety website at http://www.uidaho.edu/public-safety-and-security/environmental-health-and-safety/topics/firesafety/fireexits.

Shelter-In-Place. The second of the protective actions that may be issued by the University Office of Public Safety and Security or university personnel is SHELTER-IN-PLACE. A SHELTER-IN-PLACE protective action may be issued in response to a hazardous materials spill/release, active shooter situation, or weather emergency. This protective action is aimed to keep students, faculty, staff, and visitors safe while remaining indoors. SHELTER-IN-PLACE means selecting a secure, interior room if possible, with no or few windows, and taking refuge there. Students, faculty, staff, and visitors are required to immediately SHELTER-IN-PLACE in an orderly manner when directed by emergency response personnel or a Vandal Alert message. Specific information regarding how to properly SHELTER-IN-PLACE can be accessed on the Public Safety and Security website.

Temporary Closure. The third protective action that may be issued by the University Office of Public Safety and Security or university personnel is TEMPORARY CLOSURE. A TEMPORARY CLOSURE protective action may be issued after an EVACUATION is ordered and it is determined that a building or campus is unsafe until further notice. This protective action is aimed to keep students, faculty, staff, and visitors safe by keeping them out of the hazard area and away from emergency response operations. TEMPORARY CLOSURE means all campus classes and functions are canceled until further notice. Only essential personnel should remain on campus unless they are ordered to leave by University Office of Public Safety and Security, Executive or Response Teams, or local emergency response agency personnel. Current information regarding the status of the university during an emergency can be accessed on the Vandal Alert web page at http://www.uidaho.edu/public-safety-and-security/emergency-management/Vandal-Alerts.

The CEMP is a living document subject to change, updates, and revisions as environments of the University changes. The Office of Public Safety and Security plans and conducts annual exercises to test and validate plans, procedures, equipment, facilities, and training. Exercise evaluations are conducted and analyzed to determine what occurred, and compared to observations of the plans, policies, and procedures. These observations and comments are discussed in an After Action Review and recommendations for improvement are made in an After Action Report (AAR). An Improvement Plan (IP) is then developed to clarify actions necessary to implement improvements.

**Missing Student Notification Policy Statement**

**95.34 - Missing Persons**

If a member of the University community has reason to believe that a student who resides in on-campus housing is missing, notify Campus Security at their 24/7 number at (208) 874-7550.
University Security will contact the Director of Emergency Management and Security Services or designee. The Director of Housing and Dean of Students Office will also be contacted.

The Moscow Police Department (MPD) will be informed within 24 hours and will be provided with the student’s emergency contact information. If the missing student did not designate an emergency contact person, a missing student report will still be made to MPD.

The Dean of Students Office (DOS) will attempt to notify the students’ emergency contact(s) within 24 hours of determining that the student is missing. If the missing student is under the age of 18 and is not an emancipated individual, the DOS Office will notify the student’s parents or legal guardian immediately after it has been determined that the student has been missing for 24 hours.

Security and Access Policy Statement

40.28 - Access Control Policy

It is the policy of the University of Idaho that after normal working hours all facilities shall be locked and secured in order to maintain the safety of both the facilities and their contents including any faculty, staff and/or students. Building card access systems provide an alternative method of controlling access to a building or area, allow for accountability in building access, and facilitate key management due to the reduced number of keys needed. Keys and cards are issued for entry to University facilities for the purpose of conducting University business only. The most effective security happens when all University employees and students share in the responsibility of ensuring the safety integrity of all campus facilities.

Residential Buildings

Access to campus residential buildings is operated by University Housing and is restricted to residents, their guests, and applicable staff. Access can be by card and/or key. Students will be issued a room key or room/suite access on their Vandal Cards when they check into the residence halls. They will also receive Vandal Card access to the exterior building doors.

We pride ourselves on having the highest standards of security and demonstrate numerous methods to ensure student residential housing safety, including:

- Vandal Card Building Access: residence hall students must use their Vandal Card to enter a residence hall and their card access is restricted to their specific residence hall building and community areas.
- Escort Policy: University Housing requires that students living in residence halls escort guests in and out of buildings at all times. Students may not have a guest stay more than 3 consecutive nights during the semester and is at no time allowed to give their guest card access to the residence hall.
- Resident Assistants (RA’s): RA’s are located in each hall/floor to resolve student’s needs and act as a guide/monitor of student safety procedures and protocol.
- Professional Staff: Each residence hall has a live-in Resident Director or Area Coordinator who is a full time professional staff member available to assist students with any safety or community needs.
- LLC 24-Hour Desk: a 365 day operation, the 24-Hour desk serves as a student resource for emergencies, lock-outs, disturbances, complaints or other student needs. Students and University guests can visit the desk or reach it by phone at 208-885-7379.
- Moscow Police Department: University Housing works directly with the Moscow Police Department to ensure student safety. Police Officers do frequent hall walk-throughs to check that student safety procedures are being followed.
• Campus Security: University Housing works with the Campus Security officers to provide hall walk-throughs, safety checks and a 24-Hour campus 'Safe Walk' program.

Security Considerations in the Maintenance of Campus Facilities

Contractors working on University projects are required to meet with Facilities' Architectural and Engineering Services department to obtain authorization for access. They are then issued the appropriate keys and card access on a temporary basis to the required areas for their work. Contractors are responsible for the security of the keys/access, their proper use, and the spaces they unlock. Access and keys issued are for official authorized University of Idaho business use only, and are the property of the University of Idaho. Keys are to be returned to Facilities when the project requiring the keys/access ends or upon request. Project retention will not be released until all keys are returned. Some funding is typically retained from contractors, attempting to ensure all punch list and manuals, etc. are completed before final payout of the contract. Misuse and or loss of the keys/access issued could result in severe disciplinary action up to and including prosecution and/or restitution to re-key all affected areas.

Campus Law Enforcement Policy Statements Overview

95.15 - Crime Reporting and Programs and Campus Law Enforcement

Police services are provided by Moscow Police Department under a contract between the Regents of the University of Idaho and the City of Moscow. The Moscow Police Department has full police authority to investigate, apprehend and arrest, and to enforce applicable laws and ordinances on the campus. The Moscow Police have jurisdiction over streets, alleys and other public areas. Fraternities and sororities are located in the City of Moscow and receive police services from the Moscow Police Department. The Moscow Police Department interacts with federal, state and local law enforcement agencies. The contract with the City of Moscow for police services provides for the services of nine (9) FTE officers. When spread over 24-hours a day, 365 days a year this staffing level generally allows one or two officers to be on the campus or in adjacent areas of the city at all times, although variations will occur. There is a Police Sub-Station on the Moscow campus, located in the Idaho Commons at 875 South Line Street.
Campus Security

The University of Idaho Campus Security services are provided by AlliedBarton under a contract between the University of Idaho and AlliedBarton Security Services, LLC. The mission of the University Campus Security is to create a safe, secure campus to provide a safe educational environment through a community approach to security, the promotion of personal safety, and awareness and the deterrence of crime. They strive to preserve this safe and healthy environment through quality training, effective leadership, and collaboration with the Moscow Police Department. To make the University safer, the non-sworn, unarmed security team’s core duties are:

- Performing regular visible patrols of the facilities to watch for potential safety hazards and crimes;
- Checking to ensure buildings are locked and secured;
- Documenting detected problems;
- Escalating issues to the University staff that have responsibility for the area/facility or to the Moscow Police Department as directed; and
- Providing Safe Walk services by accompanying students, faculty, and/or staff across campus to make sure they can safely traverse the campus without fear of personal harm.

Accurate and Prompt Reporting

95.15 - Crime Reporting and Programs and Campus Law Enforcement

All students, faculty, staff, and visitors are encouraged to promptly and accurately report criminal incidents, accidents, emergencies and non-emergencies. If there is an emergency on campus, call 911. For non-emergencies and other reports, call Campus Security at (208) 885-7054 on the 24/7 line or the Department of Public Safety and Security during campus business hours.

Pastoral and Professional Counseling Reporting

The University Counseling and Testing Center (CTC) provides a supportive and confidential environment for students to explore their concerns and learn new skills to deal more effectively with problems that may be interfering with their personal well-being and academic goals. Crisis appointments are also available during normal operating hours, and for after-hours crisis intervention students may call the CTC at (208) 885-6716. Professional counselors at the University are encouraged, if and when they deem appropriate, to inform those they counsel of the procedures for reporting crimes voluntarily for inclusion in the Security and Safety Plan.

Monitoring and Reporting of Criminal Activity

The University receives a crime report from the City of Moscow Police Department (MPD) on a daily basis that includes time and date, case number, nature, address, location, and disposition of reported incidents. The Office of Public Safety and Security and MPD collaborate to determine if any crimes in the City involve University students or student organizations. If criminal activity occurs, contact the Police or Sheriff Department in the local jurisdiction of the trip or event, and also submit an Accident/Incident report to the University.
Crime Prevention Programs

Threat Assessment and Management Team

The University of Idaho is committed to providing a safe working, living and learning environment for its members and visitors. This commitment applies to all facilities and locations, including vehicles and field locations, where university business is conducted or services are provided.

An important early step in preventing violence is to assess and manage any behavior that might develop into actions that would harm the self or others. The University is interested in providing assistance to individuals or units who observe behavior that concerns them, and that has potential to develop into disruptive or harmful actions.

If you notice behavior of concern in students, please refer your concerns to Student Affairs.

If you notice behavior of concern in staff, faculty or visitors, please seek advice from the Office of Public Safety and Security. Public Safety and Security can direct you to University resources to deal with the behavior that concerns you.

The University provides students, staff and faculty with many resources to address behavior of concern, and appreciates your individual role in working to make the University a safe environment.

Safe Zone Training

Safe Zone is a program at the University of Idaho which identifies faculty, staff, and students who can provide support and resources for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) students, faculty, and staff. A Safe Zone sign indicates that the person who posted it is a person who will be understanding, non-judgmental, and trustworthy. Individuals will know that they can come to this person for help, advice, or just talk with someone who is supportive of their sexual orientation or gender identity. Safe Zone training is offered twice a semester to campus faculty, staff, and students who wish to establish a Safe Zone in their area. Also, Safe Zone training can be provided on site at other times.

Moscow Police Department

The Moscow Police Department partners with the University of Idaho to provide public safety and security programs to various groups on campus including fraternities and sororities.

Interagency Planning, Training, and Exercises

In addition to planning, training, and exercising with the Moscow Police Department and the Moscow Volunteer Fire Department, the UI Office of Public Safety and Security’s Office of Emergency Management has representation on the Latah County Local Emergency Planning Committee (LEPC) and the North Central Healthcare Coalition. In addition, they participate in LEPC workshops and in Idaho Bureau of Homeland Security exercises.

Drug and Alcohol Policies

According to the University Student Code of Conduct, Article VIII: Alcohol and Drugs:

Drug Policy

The sale, use, or possession of illegal drugs is a violation of this code.
Alcohol Policy

Sale or illegal possession or illegal consumption of alcoholic beverages is prohibited in facilities owned, leased, or operated by UI and on campus grounds.

Alcoholic beverages may not be possessed or consumed under any circumstances in areas open to and most commonly used by the general public. These areas include, but are not limited to, lounges, student union buildings, recreation rooms, conference rooms, athletic facilities, and other public areas of UI-owned buildings or grounds.

UI’s primary role in handling matters involving the use or potential use of drugs or alcohol by its students is that of counseling. However, in appropriate situations, the full range of sanctions may be applied. For students under 21, it is illegal to consume alcohol on or off campus.

For more detailed information about the Student Code of Conduct and the Judicial Process, go to the Judicial Affairs web page.

Substance Abuse Education Programs

The Counseling and Testing Center (CTC) offers assessment, short-term counseling, groups, educational programs, and referrals for students experiencing substance use and abuse issues. Counselors work with students to explore how their use of alcohol and/or drugs may be a problem or could interfere with their academic success. A non-confrontational approach is used to help students develop strategies to reduce their consumption and the negative consequences of their alcohol and drug use. Online screening for alcohol problems is available on the CTC web site. Students who require intensive outpatient counseling or inpatient treatment are referred to an appropriate off-campus facility.

The Moscow Police Department teaches alcohol education and blood alcohol content (BAC) awareness through an interactive presentation with six pre-determined volunteers drinking to different levels of intoxication and performing some live field sobriety tests to illustrate the different levels of impairment.

The Office of the Dean of Students coordinates programs in substance abuse education for students. Regularly occurring programs include the following:

- Alcohol Awareness Week with guest speakers and forums in student living groups and places of public assembly;
- Leadership Training for fraternity/sorority leaders, residence hall officers and resident advisors; and
- New Student Orientation includes discussions on substance abuse and wellness issues.

For more information, Read the 2012 Drug and Alcohol Abuse Prevention and Education notification for University of Idaho Students and Employees.

Firearm Policy

FIREARMS

Effective July 1, 2014, section 18-3309, Idaho code permits qualified retired law enforcement officers and individuals who have obtained an Idaho enhanced concealed weapon license, to possess a concealed firearm on public college and
university property; with the exception of carrying within student dormitories or residence halls and at public entertainment/sporting facilities with a seating capacity of greater than 1,000.

The University of Idaho recognizes that a safe and secure environment is critical to maintaining a climate that is conducive to learning. The University of Idaho Firearm policy is consistent with State of Idaho law and The Governing Policies and Procedures of the Board of Regents of the University of Idaho.

The University of Idaho allows the concealed carry of firearms and ammunition by holders of licenses described in section 18-3309(2), Idaho Code under the conditions and limitations set out in that section. Any other possession of firearms, including open carry, on University property is prohibited under the authority granted in section 18-3309 (1), Idaho Code, unless specifically approved by the Executive Director of Public Safety & Security or as specified in this policy.

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**Sex Offenses Policy**

Faculty Staff Handbook (FSH), Chapter Two: 2350 Student Affairs Policies Sexual Harassment & Sexual Violence Pertaining Specifically To Students

NOTE: The following policy will apply to claims of Sexual Harassment (including Sexual Violence) and claims of Gender-Based Harassment whether occurring on or off campus. The terms of this policy supplement current University policy regarding Sexual Harassment, and supersede any contrary terms in any current University policy (including any contrary terms in FSH 2200 - Statement of Student Rights; FSH 2300 - Student Code of Conduct; FSH 2450 - Appeals to Faculty Senate in Disciplinary Cases; FSH 3215 – Non-Discrimination on the Basis of Sexual Orientation and Gender Identity/Expression; FSH 3220 – Sexual Harassment). [rev. 5-12]

FSH: Reporting, Jurisdiction, Judicial Process and Appeals

A. DEFINITIONS:

A-1. “Gender-Based Harassment” includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

A-2. “Sexual Harassment” is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual Violence is a form of Sexual Harassment.

A-3. “Sexual Violence” refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. A number of different acts fall within the definition of Sexual Violence, including but not limited to rape, sexual assault, sexual battery, and sexual coercion. All such acts of Sexual Violence are forms of Sexual Harassment.

A-4. “Educational Setting” refers to all the academic, educational, extracurricular, athletic and other programs of the University of Idaho, whether those programs take place in a University facility, at a University class or training program, or elsewhere.

B. REPORTING SEXUAL VIOLENCE. Students who have been sexually assaulted always have the option of reporting the incident to the police. The University of Idaho will provide whatever assistance the victim needs in notifying the police. On-campus assaults should be reported to the Office of Public Safety and Security at (208) 885-7074. Off-campus incidents taking place around campus or in the city of Moscow should be reported to the Moscow Police Department at (208) 882-
Security and Safety Plan

COPS (2677). Assaults taking place elsewhere should be reported to the local police in the jurisdiction where the crime occurred; upon request, the Office of Public Safety and Security will assist victims in reporting to the appropriate law enforcement agency. In all cases, emergency assistance can be reached by calling 911.

Additionally, or if the victim does not wish to prosecute the offender or report the offense to the police, she/he can still file a report with the Dean of Students Office and Campus Title IX Coordinator provided the offender is a student. An administrative investigation will be initiated under procedures outlined in the Student Code of Conduct. Students who believe they have experienced sexual harassment, including sexual violence, are encouraged to come forward to receive assistance. But regardless of whether the harassed student files a complaint or otherwise requests assistance, university employees who know about possible harassment must take appropriate steps to report the information to the Title IX Coordinator.

C. JURISDICTION. The jurisdiction of University of Idaho disciplinary regulations shall expand to govern off-campus conduct when such off-campus conduct constitutes Sexual Harassment or Gender-Based Harassment that may have continuing adverse effects in the Educational Setting.

D. VIOLATIONS OF THE STUDENT CODE OF CONDUCT:

D-1. Sexual Harassment and Gender-Based Harassment are violations of the Student Code of Conduct (see FSH 2300).

D-2. Because campus security and safety are critical to the essential operation of the University, even a single violation of the Student Code of Conduct's prohibition of Sexual Harassment or Gender-Based Harassment may merit expulsion.

E. CHARGES OF SEXUAL HARASSMENT OR GENDER BASED HARASSMENT:

E-1. When the allegations in a student's complaint include Sexual Harassment or Gender-Based Harassment, the Dean of Students office ("DOS") must investigate the incident and take immediate steps to protect the complainant in the Educational Setting. This applies whether the alleged conduct occurred on or off campus.

E-2. A preponderance of the evidence (more likely than not) standard will be used to evaluate allegations of Sexual Harassment or Gender-Based Harassment.

E-3. The DOS may determine to temporarily delay fact-finding in an investigation regarding Sexual Harassment or Gender-Based Harassment while law enforcement authorities are gathering evidence; but once notified that law enforcement has completed gathering evidence, the DOS must promptly resume fact finding. The DOS may not await the ultimate outcome of a law enforcement investigation or the filing of charges before resuming or beginning fact finding. [ed. 5-12]

E-4. Both parties must be afforded similar and timely access to any information that will be used at the hearing, other than each party's work product (or that of the party's advisor), consistent with FERPA and other relevant laws, including any recognized privilege.

F. RIGHT TO A HEARING:

F-1. The University Judicial Council ("UJC") (see FSH 2400 B-2 & 1640.93) hearing shall be private when the matter involves charges of Sexual Harassment or Gender-Based Harassment.

F-2. During a hearing involving charges of Sexual Harassment or Gender-Based Harassment, neither the accused student nor his or her representative will be permitted to directly question the complainant(s). Instead, such persons may submit written questions to the chair of the UJC ("Chair"), who will ask questions the Chair determines to be appropriate. [rev. 5-12]
G. TYPICAL TIMEFRAME OF THE PROCESS: (see FSH 2300 X). A typical timeframe for the complaint investigation and hearing procedure is as follows: (1) The University investigation of the complaint is generally completed within 60 calendar days following receipt of a complaint; (2) Both parties receive a response regarding the outcome of the complaint within 10 business days following the UJC’s decision; (3) Either party may appeal the UJC’s decision within 14 calendar days in accordance with the Appeals provision below. Both parties should receive periodic updates from the DOS. A number of factors may influence the timeframe of any particular complaint investigation and hearing procedure; this typical timeframe is provided for informational purposes only and does not bind the University to this timeframe for any particular complaint. [rev. 5-12]

H. APPEALS: (see FSH 2450)

H-1. Either party has the right to appeal the decision of the UJC by notifying the Office of the Faculty Secretary to that effect in writing, within 14 calendar days following receipt by the party of the written decision of the UJC. Parties wishing to appeal must include valid contact information. Appeals may be sent to: Office of the Faculty Secretary, P.O. Box 441106, Moscow, ID 83844-1106.

H-2. A subsequent hearing before the UJC or another board as the result of an appeal by either party, shall not be considered a second “trial” for purposes of FSH 2200 IV(10).

H-3. This Section H specifically supersedes any contrary provision of FSH 2450, including, specifically, subsection D-10.

I. DISCLOSURE OF OUTCOME OF DISCIPLINARY PROCEEDING:

I-1. Both the complainant and the accused student will be notified, in writing, of the outcome of a complaint and any appeal. “Outcome” for these purposes means whether the harassment was found to have occurred. The University will only disclose information about the sanctions imposed when they directly relate to the harassed student, such as a sanction of no contact with the complainant.

I-2. When the allegations include a crime of violence or a non-forcible sex offense, the University will, disclose to the alleged victim of such crime or offense the final results of any disciplinary proceeding conducted by the University against a student who is an alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph. The University may disclose to anyone, upon written request, the final results of a disciplinary proceeding if the University determines that the student is an alleged perpetrator of a crime of violence or a non-forcible sex offense, and, with respect to the allegation made, the student has committed a violation of the institution’s rules or policies. “Final results” for these purposes means the name of the accused student, any violation found to have been committed, and any sanction imposed against the accused student by the University. [rev. 5-12, ed. 10-12]

I-3. When the allegations include a sex offense, both the complainant and the accused student must be informed of the outcome of any institutional disciplinary proceeding (APM 95.20 G-2) brought against the accused student. “Outcome” for these purposes means the University’s final determination with respect to the alleged sex offense and any sanctions imposed against the accused student. [ed. 5-12, ed. 10-12]

Description of Educational Programs

The Violence Prevention Programs Office offers a variety of presentations relating to interpersonal violence. Topics include:

- Sexual Assault (General)
- Sexual Assault on College Campuses
- Sexual Assault & People with Disabilities
The Intersections of Interpersonal Violence: (Overview) Child Abuse, Incest, Sexual Assault & Rape, Dating Violence, Domestic Violence & Stalking
- Domestic Violence (general)
- Domestic Violence and the Criminal Justice system
- Domestic Violence as a Global Health Issue
- Dating Violence (general)
- Dating, Domestic Violence & Stalking: Technology as a Weapon
- Stalking (general)
- Interpersonal Violence: Unique Challenges for members of the LGBTQ community
- How Can I Help? An overview of what friends, families and colleagues of survivors of violence need to know

Speakers Bureau. The Speakers Bureau is made up of students, staff and faculty members who also are survivors of Interpersonal Violence (IPV). They are a resource for students, student and general media, faculty and staff. Their immediate goal is to remove the stigma from survivors and discussions surrounding sexual assault, child abuse, domestic violence, dating violence and stalking to create empathy and inspire individual and collective action in addressing the causes underlying person-to-person violence.

Audiences may include: Residence halls, classes, events and faculty meetings or groups. News reporters, faculty, staff and students might also wish to contact the Speakers Bureau members for stories and projects in which they need to talk to someone close to the issues.

Procedures to Follow In the Event of a Sexual Assault

Get to Safety: Get to a safe place, and ask a friend to stay with you.

Call Help: Call the 24-Hour helpline (208) 883-HELP (4357) to speak with an advocate for confidential and anonymous support. This advocate can help walk you through the process of seeking medical help, preserving evidence and reporting the crime, based on what you are comfortable with.

Preserve Evidence: Try to preserve all evidence of the assault. Avoid drinking, bathing, showering, douching, brushing your teeth, or changing your clothes. Evidence can be collected at an emergency room and you can decide later whether or not you want to press criminal charges. Collecting physical evidence must occur within 96 hours (4 days).

Write Down Details: Try to write down, or have a friend write down, everything you can remember about the incident including a physical description of the perpetrator, their identity if you know it, and the use of threats or force.

Get Medical Attention: Your personal health is most important! Visit an emergency room or medical facility to be checked out. This includes testing for HIV and other sexually transmitted infections (STIs), as well as receiving preventative treatments (medications to prevent STIs and pregnancy and protect against HIV transmission may be offered). A nurse who is a specially trained Sexual Assault Nurse Examiner (SANE) will help you and collect evidence.

On-Campus Resources

Violence Prevention Program-(208) 885-2956

If you or someone you know has experienced a sexual assault or is in an abusive relationship, we are here to help. We are here to listen, support, and provide you with resources and options - you should not have to face an abusive situation alone! Click HERE for Campus Sexual Violence Policy
Student Health Clinic-(208) 885-6693

In the event of a sexual assault, if you need information on how to obtain emergency contraception or STD testing, call the Student Health Clinic on campus to set up an appointment.

Counseling & Testing Center- (208) 885-6716

To meet with a counselor on campus, please contact our Counseling & Testing Center to schedule an appointment.

Off-Campus Resources

Alternatives to Violence of the Palouse (ATVP)- (208) 883-4357

If you need a confidential advocate to walk you through the process of getting the help you need regarding sexual assault, domestic violence or stalking, contact ATVP.

Moscow Police Department- (208) 882-COPS (2677)

To report sexual assault or domestic violence, please contact the Moscow police Department.

National Sexual Assault Hotline-1 (800)656-HOPE

Changes in Academic and Living Situation

Whenever the University receives a report of sexual misconduct or sexual assault, complainants who are members of the university community may be referred to an advocate from the Violence Prevention Program who can serve as a resource person to the complainant to identify, explain and navigate the complainant's reporting options and the available support services. This may include but is not limited to referrals to counseling, educational support, medical treatment, and information about university processes, criminal processes, and legal assistance. The advocate may also provide assistance in rearranging class schedules, extracurricular activities, and on-campus housing/dining arrangements (for reasons including avoiding contact with the accused student).

The advocate may also assist the complainant in working with appropriate offices to make reasonable accommodations such as, but not limited to:

- issuing written instructions to the accused student restricting him or her from making contact with the complainant;
- temporarily moving the complainant—if living in university housing—to other living arrangements; or
- making alternative instructional arrangements for the accused student.

Registered Sex Offenders

The University advises the campus community where information provided by the State of Idaho concerning registered sex offenders may be obtained. A link to the Idaho State Police Sex Offender Registry (SOR) may be accessed from the Security Services website:  http://www.uidaho.edu/public-safety-and-security/security-services/sexualassault/awareness

The Idaho SOR searches may be conducted by registrant’s last name, city, county, zip code, or map. In addition, the National Sex Offender Registry may be accessed via the Idaho State Police webpage.
Student Disciplinary Hearing Results

Upon request the University will disclose the results of a disciplinary proceeding for a violent crime or non-forcible sex offense to:

- The victim of such crime or offense; or
- The next of kin, if the victim is deceased.

Boise

Boise Center for Higher Education

The University of Idaho’s Boise Center for Higher Education is located at the Idaho Water Center, 322 East Front Street, Boise, Idaho. The Boise Center does not have campus residences.

Boise Center Law Enforcement

The agency providing law enforcement services to the Boise Center is the Boise Police Department. The Boise Police Department has full police authority to investigate, apprehend and arrest, and to enforce applicable laws and ordinances on the campus. The university does not have a contract with the Boise Police Department for law enforcement services.

If minor offenses involving university rules and regulations are committed by a university student, the police may also refer the individual to the disciplinary division of Student Affairs.

Important Phone Numbers

Emergency: 911

Reporting Crimes:

- Boise City Police Department, 333 N. Mark Stall Place, Boise ID, (208) 337-6790
- Boise Center:
  - AVP/CEO Boise, 322 E. Front St., Ste. 350, Boise ID, (208) 364-4002
  - Events Coordinator and Operations Manager, 322 E. Front St., Ste. 324, Boise ID, or (208) 364-6137

For Medical Treatment:

- St. Alphonsus Regional Medical Center., 901 N. Curtis Rd., Boise ID, (208) 367-3221
- St. Luke’s Boise Medical Center., 190 E. Bannock St., Boise ID, (208) 381-2222
- Treasure Valley Hospital, 8800 Emerald, Boise ID, (208) 373-5000

Reporting Assistance:

24-hour Rape Crisis Hotline - (208) 345-7273 – Women’s and Children’s Alliance, 720 West Washington St., Boise, ID

Employee Assistance Program:

Crisis Services 24-hour line (800) 833-3034, or Monday-Friday 8:00 a.m. - 5:00 p.m., (800) 999-1077
Other Phone Numbers:

- For University of Idaho Emergency Updates, call (208) 885-1010
- National Poison Control call 1-800-222-1222
- Environmental Health & Safety *(Hazardous Materials/Lab Safety/Building Safety/Occupational Safety)* (208) 885-6524
- OFFICE OF PUBLIC SAFETY AND SECURITY (208) 885-7074
- HUMAN RIGHTS, ACCESS AND INCLUSION The University of Idaho’s non-discrimination policies, including bias or sexual harassment prevention and response, (208) 885-4285
- OMBUDS OFFICE Confidential, impartial and informal conflict resolution assistance, (208) 885-6151
- VIOLENCE PREVENTION PROGRAMS (208) 885-2956
- COUNSELING AND TESTING CENTER Free and confidential counseling services for students, call (208) 885-6716
- STUDENT AFFAIRS (208) 885-6757
- HUMAN RESOURCES (208) 885-3638
- BEHAVIOR OF CONCERN *If you see something, say something!* If you notice behavior of concern in students, staff, faculty or visitors, please seek advice from The Office of Public Safety and Security (208) 885-2254
Coeur d’Alene

The Coeur d’Alene Center for Higher Education

The University of Idaho’s Coeur d’Alene Center for Higher Education is located at North Academic Way, Suite 242, Coeur d’Alene, Idaho. The Coeur d’Alene Center does not have campus residences.

Coeur d’Alene Center Law Enforcement

The agency providing law enforcement services to the Coeur d’Alene Center is the Coeur d’Alene Police Department. The Coeur d’Alene Police Department has full police authority to investigate, apprehend and arrest and to enforce applicable laws and ordinances on the campus. The university does not have a contract with the Coeur d’Alene Police Department for law enforcement services.

If minor offenses involving university rules and regulations are committed by a university student, the police may also refer the individual to the disciplinary division of Student Affairs.

Important Phone Numbers

Emergency: 911

Reporting Crimes:

- Coeur d’Alene City Police, 3818 Schreiber Way, Coeur d’Alene, (208) 769-2320
- Coeur d’Alene Center:
  - AVP/CEO of Northern Idaho, 1031 N. Academic Way, Ste. 242, Coeur d’Alene ID, or (208) 667-2588

For Medical Treatment:


Reporting Assistance:

24-hour Rape Crisis Line - (208) 661-2522 – North Idaho Violence Prevention Center

Employee Assistance Program:

Crisis Services 24-hour line (800) 833-3031, or Monday-Friday 8:00 a.m. - 5:00 p.m., (800) 999-1077

Other Phone Numbers:

- For University of Idaho Emergency Updates, call (208) 885-1010
- National Poison Control call 1-800-222-1222
- Environmental Health & Safety (Hazardous Materials/Lab Safety/Building Safety/Occupational Safety) (208) 885-6524
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Idaho Falls

Idaho Falls Center for Higher Education

The Idaho Falls Center for Higher Education is located at 1776 Science Center Drive, Suite 306, Idaho Falls, Idaho, and is part of the Idaho State University/University of Idaho Center for Higher Education at University Place. The Idaho Falls Center does not have campus residences.

Idaho Falls Center Law Enforcement

The agency providing law enforcement services to the Idaho Falls Center is the Idaho Falls Police Department. The Idaho Falls Police Department has full police authority to investigate, apprehend and arrest, and to enforce applicable laws and ordinances on the campus. The university does not have a contract with the Idaho Falls Police Department for law enforcement services.

If minor offenses involving university rules and regulations are committed by a university student, the police may also refer the individual to the disciplinary division of Student Affairs.

Unique to Idaho Falls, on-site non police or emergency security is also provided by Idaho State University Public Safety. Idaho State University’s Public Safety employees do not possess arrest power.

Important Phone Numbers

Emergency: 8-911 (When the call is made from an Idaho Falls campus land line.)

Reporting Crimes:

- Idaho Falls City Police, 605 N. Capital Ave., Idaho Falls ID, (208) 529-1200
- Idaho Falls Center:
  - AVP/CEO Idaho Falls, 1776 Science Center Dr., Idaho Falls ID, or (208) 282-7960

For Medical Treatment:

Eastern Idaho Regional Medical Center, 3100 Channing Way, Idaho Falls ID, (208) 529-6111

Reporting Assistance:

24-hour Crisis Hotline – (208) 235-2412 – Domestic Violence and Sexual Assault Center

Employee Assistance Program:

Crisis Services 24-hour line (800) 833-3031, or Monday-Friday 8:00 a.m. - 5:00 p.m., (800) 999-1077

Other Phone Numbers:

- For University of Idaho Emergency Updates, call (208) 885-1010
- National Poison Control call 1-800-222-1222
- Environmental Health & Safety (Hazardous Materials/Lab Safety/Building Safety/Occupational Safety) (208) 885-6524
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University Housing Fire Safety Regulations

Resident Handbooks

All students signing a lease agreement with University Housing receive a handbook for their residence hall or on campus apartment. These handbooks outline the University of Idaho’s Fire Safety Regulations. They also address university policies regarding portable electrical appliances, smoking and open flames.


Evacuation Procedures

Residence Halls

1. Students are responsible for reading and understanding the fire safety procedures posted on the back of their dorm room entrance.

2. Students are responsible for locating all exits from their floor, memorizing their locations, and becoming familiar with “landmarks” that would aid evacuation if visibility were reduced by smoke.

3. Students are responsible for locating all fire alarm pull stations on their floor and familiarizing themselves with the correct operation.

4. At the first sound of a fire alarm, students are expected to immediately leave the building and cross to the other side of the street.

On Campus Apartments

1. Residents are expected to vacate their apartment when instructed by University, Police, or Fire personnel.

2. Elmwood Apartment residents vacate their apartment and evacuate to the other side of the street in the event of a fire alarm.

Fire Notification Reporting Procedure

1. The individual reporting a fire (staff member or student) notifies the fire department.

2. The individual reporting a fire then notifies the University Housing staff member on call.

3. The University Housing staff member assesses the situation and notifies the Director of University Housing.

4. Any additional notifications are made by the Housing Director.

5. The staff member on call completes a fire report.

6. The Assistant to the Director is responsible for faxing fire reports to Campus Security.

More information is available under “Emergency Plans” on the University Housing website: http://www.uidaho.edu/universityhousing/apartment-housing/health-and-safety/emergency-plans
Fire Safety Training

The Department of Environmental Health and Safety trains resident directors at the beginning of the academic year. The resident directors are responsible for training their resident assistant staff. In 2012 the resident directors received additional training to aid them in training their resident assistants.
SAFETY INCLUDES:

- Maintenance
- Drills
- Self-guided training through GCN and local presentations.
- Student Orientation
- Periodic Building Inspections
- Chemistry Hygiene Plan
- Compliance with Hazardous Materials regulations
PHYSICAL SECURITY INCLUDES

- Weapons Control Policy
- Security Officer Instructions
- Key Control
- Badge Control
- Clery Act Policies
- Campus Security Authority (CSA) training
- Campus Security Tips
INFORMATION SECURITY INCLUDES

- Firewalls
- Strong passwords frequently changed
- Data segregation and Read-Write, Read Only and No Access controls
- Limits to data access through permissions based on need to know (Colleague, Blackboard)
- Control and protection of non-public information including Social Security #
  - Family Education and Right to Privacy Act (FERPA)
  - Personal Cardholder Information Data Security Standard (PCI DSS)
  - Graham-Leach-Blilely Act (GLB)
  - Red Flags
  - NOT Health Insurance Portability and Accountability Act (HIPAA)
    (not a covered entity)
EMERGENCY RESPONSE INCLUDES:

- One page flyer containing brief summary
- Emergency Action Information
- Supplemental Emergency Information
- Rapid Response Bags
- Employee and Student Notification Systems
GUNS ON CAMPUS – OVERVIEW (#1)

We have always had concealed weapons on campus.
It has never been “illegal” to carry a weapon on campus.

- Administrative procedure
- Can’t arrest
- Can cite for trespassing
- Can take administrative or disciplinary action.

The new law just says administrative procedures cannot ban concealed carry with an enhanced permit.

SBOE can still issue administrative procedures. Revision in process.
GUNS ON CAMPUS – OVERVIEW (#2)

We asked 6 lawyers what “concealed” means.

There was actually some agreement. Not a lot, but some.

Our survey said a concealed weapon is:

- Not discernable by ordinary observation (#1 answer)
- Not readily apparent (#2 answer)

If the outline of a weapon shows through a jacket or other clothing, it is not concealed.

If a weapon is visible in a purse, backpack or other bag, it is not concealed.
What's a weapon for concealed carry purposes?

<table>
<thead>
<tr>
<th>Is a weapon</th>
<th>Dirk, dirk knife, bowie knife, dagger, pistol, revolver or any other deadly or dangerous weapon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is not a weapon</td>
<td>Knife, cleaver or anything else used in preparing and consuming food. Knife with a blade less than 4” Stun gun Pepper spray.</td>
</tr>
</tbody>
</table>
GUNS ON CAMPUS – OVERVIEW (#4)

So what?

The new law requires colleges to allow concealed carry of firearms with an enhanced concealed carry permit. There is no authorization beyond that and schools can ban any and all other concealed carry.
GUNS ON CAMPUS – EITC RESPONSE

We will not arm security.

- Extra cost and no funding.
- For many possible scenarios, security would not arrive on scene before 911 response.
- Security duties as incident commander conflict with rushing to scene.

Our policy on security forces is still being reviewed and we will adjust policy based on funding and other factors.
GUNS ON CAMPUS – WHAT CAN YOU DO? (#1)

1. Individual exposes a concealed carry weapon.
   a. Inadvertent – no action is required. If repeated, call Security.
   c. Brandishes – call 911. This includes any weapon in hand, waved or not.

2. Individual seen carrying an exposed weapon.
   a. If seen as threat, run or hide.
   b. Call 911 if safe to do so.
   c. Then call Security if safe to do so.
**GUNS ON CAMPUS – WHAT CAN YOU DO? (#1A)**

<table>
<thead>
<tr>
<th></th>
<th>Inadvertent Display</th>
<th>Deliberate Display</th>
<th>Brandishing*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call Security</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Call 911</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

* Brandishing a weapon is considered holding a weapon in hand, waving or not.
GUNS ON CAMPUS – WHAT CAN YOU DO? (#2)

Q: Can EITC employees carry concealed weapons?
A: Yes, subject to the same restrictions as anyone else.

Q: Can EITC employees use concealed weapons in self defense?
A: EITC has no policy allowing or preventing this. If you do this, you are on your own. It is not within the scope of your duties. You might be protected from criminal prosecution. You are probably not protected from a civil suit.

Q: Can faculty / staff / security ask to see a concealed weapons permit if weapon is exposed?
A: Yes, however the person with the weapon (or suspected carry) is not required to show you the permit. (Must show to sworn law enforcement officers)
GUNS ON CAMPUS – WHAT CAN YOU DO? (#3)

Q: Can I ban concealed weapons from my office?
A: No.

Q: Can I ban concealed weapons from my classroom?
A: No.

Q: Can I ban contractors and their employees from carrying concealed weapons?
A: Yes.
GUNS ON CAMPUS – WHAT CAN YOU DO? (#4)

Q: Can I ban people who are renting facilities from carrying concealed weapons
A: Yes, but enforcement is a breach of contract rather than violation of law.

Q: Can we require those with concealed carry permits to register on some list?
A: No.

Q: Can we ban weapons other than firearms?
A: Yes. Law pertains to firearms only. But ban is EITC policy only, not SBOE or law.
GUNS ON CAMPUS – WHAT CAN YOU DO? (#4)

Q: If high school or other students come on campus, does the campus become a gun free zone?
A: No. There might be some circumstances at other campuses where a college and high school coexist. Does not apply at EITC.

Q: Concealed carry is not allowed in venues > 1000. Can we ban from commencement exercises?
A: Commencement at Civic Auditorium is not EITC property. Concealed carry with a regular permit is allowed for those not subject to EITC rules. Otherwise, EITC rules apply at EITC activities off campus.

Q: Can we ban concealed carry at leased facilities?
A: Only if the lease forbids concealed carry. The law defaults to landowner rights.
Safety and Security Program

Preface

Safety and security are terms which tend to be used interchangeably. This document makes no effort to define the two terms, but categorizes various functions as safety or security based on commonly accepted usage.

Safety includes:

1. Maintenance to remove hazards and maintain existing protective systems. This includes the maintenance of exterior and interior systems such as fire alarms, sprinkler systems and lighting, minimization and elimination of hazards such as deicing and routine building repairs, and ongoing remediation of hazards which are identified. To promote reporting and correction of hazards, all employee identification badges include the maintenance hot line phone number on the back.
2. Training on protective actions needed to keep people safe. This includes routine fire drills, which are typically conducted early in the spring and fall terms. Fire drills provide for evacuation from normal locations within buildings to pre-designated assembly areas or “rally points.” Primary and alternate evacuation routes are posted in all classrooms, at key locations in all buildings, and near building entrances. The same routes and evacuation points used for fires are also used for other emergencies which might require evacuation of the building.
3. Periodic training on safety topics for employees. EITC uses the combination of an on-line training service (GCN) and locally developed training presentations. Training completion is documented in human resources records and in annual performance evaluations.
4. New student orientation, including safety-related topics.
5. Periodic building inspections for safety compliance.
6. Chemical control using:
   a. The EITC Hazard Communication Policy.
   b. The EITC Chemistry Hygiene Plan. A copy of this plan is available for faculty and staff in FASTINFO. Chemistry lab students receive instructions on safety procedures as part of the lab course.
   c. Compliance with chemical labelling and use (GHS, SDS sheets, PPE, etc.).

Physical Security includes:

1. The EITC weapons control policy.
   a. EITC observes the policy established by the State Board of Education regarding firearms on campus. This policy is stated below:

   An environment of safety and security is critical for institutions to cultivate a climate conducive to knowledge and learning. The Board recognizes a need for consistency among the institutions in regard to firearms. All institutions shall allow the concealed
carry of firearms and ammunition by holders of licenses described in section 18-3309(2), Idaho Code under the conditions and limitations set out in that section. Any other possession of firearms on institution property is prohibited, unless allowed by the institution as part of a campus security plan, or as part of event or program, which has been approved by the chief executive office for the institution.

b. In addition to policies of the State Board of Education, all other weapons are banned from the campus. This policy is contained in the EITC Policy Manual, Section 417.

2. Security officer instructions. Security officers at EITC are a contracted service. Campus security officers do not have arrest authority, are not authorized to use deadly force and are not armed, although they might carry defensive equipment such as pepper spray and/or stun devices when authorized by the President. Detailed security officer instructions including patrol requirements, building security, response procedures and other information are contained in a standing order issued by the Vice President for Finance and Administration. That information is not included in this plan for security reasons.

3. Key control. All interior doors and some exterior doors have manual metal keys. Issue of a key to an individual must be authorized by a vice president using a written form. Maintenance group issues the key(s) to the individual, who signs the form. The form is delivered to and retained by human resources. When an individual discontinues employment, HR as part of the checkout process verifies that all keys have been collected.

4. Badge control. All full time employees are issued an ID badge which contains on the front a picture of the individual, name and department. The back contains emergency information such as phone numbers for security and evacuation assembly point information. Individuals who are authorized independent access to buildings are issued a badge with unique electronic information contained within the card. Passing the card near the sensor on certain exterior doors will unlock the door and allow the individual to gain access to the building. The system is computer-controlled and the computer keeps a record of building access. Badges are collected when an individual no longer needs it, such as when employment ends. See campus policy 226 for more information.

5. Clery Act policies. EITC maintains a set of written instructions for students and employees which offer guidance on avoiding hazardous, and especially violent, situations, how to seek help and resources to offer assistance. These policies are important and are maintained on the college web site for wide accessibility.

6. Campus Security Authority training. Certain individuals on campus are designated as Campus Security Authorities. These individuals receive specialized training.

7. Campus security tips, including:
   a. Call Security if you see a suspicious person or suspicious activity. If you see an actual crime in progress, call 911.
   b. Keep your vehicle locked when on campus property. EITC has one security officer to patrol five buildings on 17 acres of land. Parking lots are lighted, and lighting exceeds minimum standards, but it is easy for a thief to wander through a parking lot checking car doors.
   c. If it is after dark or you have other concerns, call Security for an escort to your car.
d. If you find yourself alone in an area of a normally open building (e.g. study partners leave), consider calling Security and notifying them of the situation. Security might be able to change patrol patterns and check your safety more frequently.

**Information Security includes:**

1. Firewalls and other methods to prevent intrusion into EITC web sites and other functions which “face” the Internet.
2. Password controls. Passwords require periodic changing, require combinations of letters, numbers and special characters and require a minimum length.
3. Data segregation on shared servers, commonly called the “O” drive (for organization) for files which are or can be shared and the “P” drive (for personal) for files maintained by and for an individual. The Information Technology (IT) department assigns rights to each folder and sub-folder on these drives and classifies access as Read-Write, Read Only or No Access.
4. Limits to data access in major systems, such as Colleague software. Access to screens and reports is on a strict need-to-know basis.
5. Control, protection and minimal use of non-public personal information (NPI). Credit card processing stations are segregated phone lines not associated with the college’s computerized phone system. Use of social security numbers is strictly limited. These methods keep EITC in compliance with federal laws and industry standards including:
   a. The personal cardholder information data security standard (PCI DSS)
   b. The Family Education Rights and Privacy Act (FERPA), enforcement of which is the responsibility of the Registrar
   c. The Safeguards Rule of the Graham-Leach-Bliley Act, for which the Vice President of Finance and Administration is the responsible officer
   d. Various red flags requirements.
   e. EITC is not a covered entity as defined by the Health Insurance Portability and Accountability Act (HIPAA) and as such does not have a Privacy Officer, Complaint Officer or other HIPAA requirements.

**Emergency response includes:**

1. Emergency response instructions. This consists of a one-page (front and back) flyer containing very brief information on possible emergencies at EITC and immediate action for each, the Clery Act instructions previously mentioned, and additional information for faculty and staff regarding emergency actions.
2. Supplemental emergency information. This includes where and how to isolate utilities at various buildings, floor plans, roof access information, etc.
3. Rapid response bags. These consist of emergency access equipment, such as badges and master keys, and floor plans for each building. Two small handheld FRS/GMRS radios are also contained in the bag for communications between the incident commander and another location, such as an alternate command center or an individual patrolling a building.
4. Employee and student notification systems. EITC maintains a contract with an online emergency notification service. Twice annually, typically at the start of fall and spring terms, EITC updates the online database of telephone numbers and e-mails. Five individuals at EITC including the
president and two vice presidents, can issue warnings from anywhere in the world using this system.

**Working Relationships with Law Enforcement**

1. EITC periodically hosts training for area law enforcement officials. Most police and sheriff departments are generally familiar with the campus.

2. EITC has also provided special support for the Idaho Falls Police Department and in particular its special weapons and tactics (SWAT) team. The SWAT team has held training inside and around EITC’s buildings and has used equipment in EITC’s rapid response bags.

3. EITC does not have a formal memorandum of understanding with the Idaho Falls Police Department. In the event of an emergency, campus security greets andbriefs the first responders and turns over control of the response to them. On the rare occasion where a 911 call has been initiated, IFPD response time has been within several minutes.
Policy 417 — Weapons  
Rev: July 2014

Policy

Weapons on campus shall be strictly limited in order to promote an environment which is safe and suitable for academic pursuits.

Procedures

Definitions:

1. Concealed Weapon: any weapon, as defined below, which is carried in a manner that is not discernable by ordinary observation or is otherwise not readily apparent.

2. Firearm: per 18 USC 921, any weapon (as defined below) including a starter gun which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. While federal law generally excludes antique firearms and pellet guns from the definition of a firearm, they are not excluded from the definition of a weapon, as stated below.

3. Weapon: Any animate or inanimate device, instrument, material, or substance which is used for, or is readily capable of, causing death or serious bodily injury; or any device that is “deadly or dangerous” under Idaho Code § 18-3302D(2)(a), as well as replicas or facsimiles that may be perceived as a weapon. This definition includes incendiary devices and explosives.

Restrictions:

EITC complies with the State Board of Education policy regarding firearms, which states:

All institutions shall allow concealed carry of firearms and ammunition by holders of licenses described in section 18-3309(2), Idaho Code only under the conditions and limitations set out in that section. Any other possession of firearms on institution property is prohibited, unless allowed by the institution as part of an institution security plan, or as part of an institution sponsored event or program which has been approved by the chief executive officer for the institution.

Possession or use of other weapons, while upon properties owned or controlled by the College or where College activities occur, is prohibited, except for authorized law enforcement officers. Properties owned or controlled by the College include all College owned or leased buildings and surrounding areas such as sidewalks on College property, driveways, and parking lots. Where the College uses leased facilities and the lease contains restrictions which are more restrictive than College policy (e.g., no weapons whatsoever), the terms of the lease shall be enforced.
This policy applies to College employees or students who may be off College property who are performing an activity for the College including recreation and intercollegiate events, commencement exercises, conferences, or meetings.

Possession of any unauthorized weapon on College property or during College activities is a violation of this policy. It is also a violation of this policy if a student or employee carries a concealed firearm and that firearm becomes exposed for whatever reason. Such violation may result in disciplinary action to and including suspension or termination from the College and prosecution under appropriate city, state, or federal laws. The specific action which will be taken depends on the circumstances and may range from no action to police action. In addition to section 18-3309(2) of Idaho Code cited above, all should be aware that under section 18-3303 of Idaho Code, cited below, deliberately displaying a deadly weapon can be a criminal offense.

> Every person who, not in necessary self-defense, in the presence of two (2) or more persons, draws or exhibits any deadly weapon in a rude, angry and threatening manner, or who, in any manner, unlawfully uses the same, in any fight or quarrel, is guilty of a misdemeanor.

EITC faculty and staff are reminded that the use of any weapon, whether initially concealed or not, is not within the scope of employment with the College. While various state laws may empower use of a weapon under some circumstances, EITC policy neither prescribes nor proscribes the use of weapons under any circumstance.

All EITC facilities shall be posted with signs indicating that weapons are not allowed, except as specifically permitted by law.

Prior specific permission may be obtained from the College president to bring any weapon on campus for certain activities or legitimate purposes e.g. class projects or demonstrations, or displays of antique firearms or art objects.

Some students or instructors regularly use tools which fall under the definition of weapons. Such tools, when applied directly to a legitimate use in College programs are exempt from this policy. Questions are to be directed to the College vice-president of finance and administration.
Policy 226 — Identification Badges

Policy

EITC will issue identification badges to students, faculty, and staff as needed to meet college and program requirements.

Procedures

Students

Students enrolled in a credit course or participating in ongoing college programs will receive an identification badge. The student identification badge is portrait-oriented and contains enrollment information including an expiration date for the card. Some programs require students to have an identification badge. For all other students, the badge is optional. The badge might be useful for student discounts in the community. EITC does not solicit or participate in programs associated with student discounts.

Staff and Faculty

All full-time staff and faculty will be issued identification badges. Adjunct faculty and other staff personnel will be issued identification badges only as needed to support program requirements. The faculty/staff badge is landscape oriented and contains position information and an expiration date for the card. Some cards will contain additional information such as the role an individual might carry out for emergency response. Faculty and staff are expected to have the badge in their possession at work. In some programs at the college, wearing a name badge is inappropriate and potentially hazardous, such as around rotating equipment. Wearing the badge is encouraged but not required. If an emergency develops and faculty or staff personnel are called upon to organize evacuation or other action, the badge serves as an identifier to students that the individual is in a position at the college to direct action.

Faculty and staff badges are issued from the human resources office. Student services personnel issue student badges at times that will be publicized by student services. Human resources personnel issue badges to faculty and staff, typically as part of the new employee hiring process and when the badges expire.

Some faculty and staff badges allow automated access to specific buildings when the building is locked using a card reader system. Otherwise, faculty and staff must present their badge as identification to security when requesting access, outside of normal hours, into locked areas for which they have not been issued a key. A list of adjunct faculty will be provided to security; personnel on the list will be allowed access upon display of photo identification to assigned areas for college functions. Separate instructions will be issued to security for access to building 6 by ISU personnel.

A fee may be charged for replacement of lost badges.
Safety Policy and Emergency Plan

Eastern Idaho Technical College
1600 South 25th East
Idaho Falls, ID 83404
Eastern Idaho Technical College

SAFETY POLICY AND EMERGENCY PLAN

Foreword

This manual has been completely restructured. Although much of the content is the same, it has been rearranged so that information for everyone is at the front and subsequent data for special groups is at the back. The following table will help you determine what is relevant.

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<thead>
<tr>
<th>Section</th>
<th>Students</th>
<th>Campus Security Authorities</th>
<th>Faculty</th>
<th>Non-Faculty</th>
<th>Campus Security Administrators</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Statement of Campus Policies</td>
<td>X</td>
<td>X</td>
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<td>2</td>
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<td>Notification Procedures</td>
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<td>X</td>
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<td>5</td>
<td>Faculty Information</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Campus Emergency Response Personnel</td>
<td>X</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Evacuation</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>Shelter in Place</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>Command, Control and Communications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td>Incident Commander Details</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>Facility Information</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>Threat Analysis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>13</td>
<td>Continuity of Operations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>14</td>
<td>References</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

This plan’s structure does not use the format recommended by the National Incident Management System because it is intended first for use by students, whose presence on campus is transitory, and second by faculty and staff in dealing with those students. It includes information for students which is not specifically related to emergency conditions but is required by federal law.

For Clery Act reporting, sections 1 through 3 may be detached from this manual and appended to the annual crime statistics report.
Section 1 – Statement of Campus Policies

1. **Timely Warning.** In the event a situation arises, either on or off campus, that constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued. The warning will be issued through the college’s e-mail system, text messages, automated phone calls and other systems. Depending on the particular circumstances, and especially in all situations that could pose an immediate threat to the community and individuals, there may be information posted on the college web site, [www.eitc.edu](http://www.eitc.edu), and on the electronic message display at the northeast entry to the campus. Anyone with information warranting a timely warning should report the circumstances to campus security either in person in room 121 or at 604-4597 or 221-6350. Campus security will immediately notify college administration, which will make the decision whether to issue a timely warning.

2. **Disclosure of Crime Statistics.** EITC prepares an annual report of crime statistics to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report can be found at the campus web site, [www.eitc.edu](http://www.eitc.edu). This report is prepared in cooperation with the local law enforcement agencies surrounding our main campus and alternate sites. Campus crime, arrest and referral statistics include those reported to campus security, designated campus officials and law enforcement agencies. Current students, faculty and staff are notified by e-mail when this report is available.

3. **Reporting a Crime on Campus.** Call the Idaho Falls Police Department (911 for emergencies, otherwise 529-1200) to report a crime in progress on campus. For noncampus locations call the local police department. Then call campus security at 604-4597 or 221-6350. Suspicious activity, including an individual who is behaving erratically and could become violent, should be reported to campus security.

4. **Voluntary, confidential reporting of crimes.** If you are the victim of a crime and do not want to pursue action within the college’s disciplinary system or the criminal justice system, you may still want to consider making a confidential report. This information will be included in the annual disclosure of crime statistics. You can do this and stay completely anonymous by placing your information into a sealed envelope, marking SECURITY on the outside and depositing the envelope into any mail slot in the campus mail room, room 338. Or you can report the crime to a campus security authority such as a student club advisor. The campus security authority will forward your information. EITC has no procedures that encourage pastoral and/or professional counselors, to inform those they counsel of procedures to report crimes voluntarily and confidentially.

5. **Campus Security and Access.** Campus buildings except the maintenance building are open for free access during business hours. Most buildings are also open during evenings when classes are held. During non-business hours, when buildings are locked, building access is obtained by use of a coded identification
card or by contacting security at 604-4597 or 221-6350. In the event of a power loss, locked access doors have “crash bars” to permit egress from the building. Control panels for computer-controlled doors have a battery backup to permit continued use of the doors for entry until normal power is restored.

6. **Campus Law Enforcement Authority.** Security personnel have the authority to ask persons for identification and to determine whether persons have lawful business at EITC. Security personnel do not issue parking tickets and do not have arrest power. Criminal incidents are referred to the Idaho Falls Police Department. It is for this reason that community members, employees, students and guests are encouraged to report all crimes and public safety related incidents accurately and promptly to the IFPD. Then contact EITC security. Although there is no formal memorandum of understanding between the two agencies, EITC and IFPD have a close working relationship. IFPD uses the EITC campus on occasion for training and the police are familiar with the facilities on campus.

7. **Security Awareness Programs for Students and Employees.** Employees are reminded of security policies at least annually, typically at in-service or by a training e-mail. Students are reminded using procedures in the student handbook, which currently states:

- EITC contracts with a private security firm for 24-hour per day, 7 days per week, intermittent patrol of the grounds and facilities. Students, employees and visitors to campus are advised to report any criminal actions or emergencies to the Administration Office on campus. At this time, these individuals are to complete an Incident Report Form. The incident is then reviewed by Administration. Administrative response to each incident is based upon the nature of the crime and/or emergency and will involve handling the matter or reporting the incident to the appropriate local authorities, often the city police department. In cases of emergencies, which do not allow time to contact administration, students and employees are advised to contact appropriate city officials immediately. All campus phones have the ability to dial directly to 911.
- Red emergency phones are available in each building.
- A review of campus security policies, issues, and crime reports is presented during the New Student Orientation. In addition, written Campus Crime Reports are available in the Student Services Office.
- In compliance with the Student Right-to-Know and Campus Security Act, as amended, EITC collects information on campus criminal statistics, campus security policies, and institutional program completion or graduation rates.
- EITC will report crimes considered to be a threat to students and employees. Every October, EITC will make available an annual report of campus and security policies and crime statistics. The completed report will be available online.
8. Programs designed to inform students and employees about the prevention of crimes. EITC has no specific programs of this nature.

9. Criminal Activity Off Campus. Campus security does not monitor or provide security services for off campus activities of recognized clubs and student activities.

10. Alcoholic Beverages. No alcoholic beverages or illegal drugs are allowed on campus, at noncampus locations or in College vehicles. This includes the unlawful manufacture, distribution, dispersing, possession or use of a controlled substance in the workplace. If you have reason to believe that a state law is being violated regarding possession or use of alcohol (underage drinking) or illegal drugs on campus, call the police. For additional information, see the College’s policy manual (for employees) or student handbook (for students).

11. Substance Abuse Education. EITC has developed a program to prevent the illicit use of drugs and abuse of alcohol by students and employees. Drug and alcohol education and prevention activities and services shall be made available to all students.

12. Disclosures to Alleged Victims of Crimes of Violence or Non-forcible Sex Offenses. Eastern Idaho Technical College will, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the college against a student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the college will provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.


14. Sex Offense Policy, Procedures and Programs:
   a. EITC does not have educational programs to promote the awareness of rape, acquaintance rape or other forcible and non-forcible sex offenses.
   b. Each building on campus has emergency 911 telephone lines (a wall-mounted red speaker). If a sex offense is probable, imminent, in progress or has occurred get to a place of safety and call 911 using emergency phones or any other means. Anyone aware of the offense must make this call. Victims are often hesitant to notify authorities of this crime because of shame or embarrassment, but it is important to notify civil authorities immediately not only for criminal investigation but so that the victim can receive any needed medical attention.
   c. If there is physical evidence associated with a sex crime, it must be preserved to provide proof of a criminal offense.
   d. Institutional personnel will provide the following assistance:
i. Assist the victim in calling 911 if the victim requests it.

ii. Isolate any physical evidence for the police to evaluate. “Isolate” means prevent access to the evidence and depending on circumstances could mean blocking view of the evidence. Do not move or touch it.

iii. Provide privacy in a nearby, secluded area such as a room if the student wants this.

iv. Provide such other assistance as requested by the student.

e. EITC will change a victim’s academic situation after an alleged sex offense if the victim requests it and the changes are reasonably available.

f. Campus disciplinary action for alleged offenses is described in the student handbook (for students) and in the policy and procedures manual (for employees). If there is a campus disciplinary action for an alleged sex offense, the accuser and accused are entitled to the same opportunities to have others present during the proceeding. Both the accuser and the accused must be informed of the outcome of any institutional proceeding involving an alleged sex offense. Outcome for the purpose of this paragraph means EITC’s final determination with respect to the offense and any sanction that is imposed against the accused.

g. Disciplinary councils have discretion on imposing sanctions for sex offenses, based on extenuating or mitigating circumstances. However, it is expected that students found to have committed a sex offense will generally be disenrolled. Employees found to have committed a sex offense will generally be terminated in accordance with state human resources procedures.

h. The Campus Sex Crimes Prevention Act (CSCPA) of 2000 is a federal law that provides for the tracking of convicted sex offenders enrolled at, or employed at, institutions of higher education. Such offenders are required to report their residence and place of employment to the Idaho State Police. The Idaho State Police notify campus security by letter when an offender enrolls or leaves EITC. Campus security shares this information with college administration and the college president may direct that this information be disclosed to other key individuals. CSCPA amends the Family Education Rights and Privacy Act (FERPA) to clarify that nothing in the act can prohibit an educational institution from disclosing this information. Additional information on sex offenders is available online at the state repositories of court information, www.idcourts.us.

15. Information on other policies related to safety and security may be found in the college’s policy and procedures manual.

16. General Safety Notes

a. As a state agency, Eastern Idaho Technical College (EITC) follows
general safety regulations called the Idaho General Safety and Health Standard. These safety regulations closely parallel those of the Occupational Safety and Health Administration (OSHA). State regulations are maintained by the Idaho Division of Building Safety (DBS) and may be found at http://dbs.idaho.gov/safety_code/index.html.

b. EITC provides training for all employees in safety as required by the job position. General safety training is done using an online training service. This training is repeated annually and completion is checked during annual individual performance reviews. More extensive training is done depending on the position.

c. Safety deficiencies should be reported to the Help Desk by e-mail or phone call. Safety hazards (problems which pose an immediate danger) should be reported to the maintenance hot line and to Security (604-4597). Phone numbers for security, maintenance and IT lines are on the back of all ID badges issued by the college. If there is doubt about whether a safety problem meets the definition of a safety hazard, treat it as such. Security will determine whether the area needs to be isolated until the safety hazard can be addressed.

d. Chemicals purchased for use on campus, other than instructional laboratories, must comply with environmental and safety regulations established by the state. The purchasing process monitors the quantities and types of materials being purchased to comply with these requirements.

e. Chemicals used in laboratories on campus are under control of the college’s Chemical Hygiene Plan, which is a separately issued document.
Section 2 – Immediate Actions for Emergencies

Things to Know Before an Emergency:

1. **Incident Commander:** Security is the incident commander until relieved by the president, vice president or another person designated by the president. For a single building alert, the incident commander will be near the scene. For a campus emergency the incident commander will be in the primary command center (room 331, extension 3397) or an alternate command center (room 547 or 135).

2. **Phone numbers** for key emergency personnel:

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Cell / Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td></td>
<td>604-4597</td>
</tr>
<tr>
<td></td>
<td></td>
<td>221-6350</td>
</tr>
<tr>
<td>President</td>
<td>Steven Albiston</td>
<td>3366</td>
</tr>
<tr>
<td></td>
<td></td>
<td>529-6675</td>
</tr>
<tr>
<td>Vice President of Instruction and Student Affairs</td>
<td>Sharee Anderson</td>
<td>3333</td>
</tr>
<tr>
<td>Vice President of Finance and Administration</td>
<td>James Stratton</td>
<td>3328</td>
</tr>
</tbody>
</table>

3. **Evacuation routes:** there are signs at each entrance and at other locations on campus, including most classrooms, which show primary and alternate paths to escape the building.

4. **Assembly areas:** when you evacuate a building go to the assembly area and check in with your instructor. These areas are:

   - Building 1: southeast corner of the south parking lot (Lot G) by Hyde Park.
   - Building 2: By LDS Institute.
   - Building 3: At Flagpole.
   - Building 4: By Hyde Park.
   - Building 5: At Greenhouse.
   - Building 6: Parking Lot D north of building.

5. **Areas of refuge** have been set up in multi-story buildings for handicapped personnel who would normally use an elevator and might not be able to evacuate a building during an emergency. For building 1 basement this is the east stairwell. For building 6 second floor this is the southwest stairwell (by the dental clinic).

6. **Emergency Equipment:** There are maps in each building by each primary entrance showing location of emergency equipment. This information is also provided in a later section of this plan.
### What to do in an Emergency:

<table>
<thead>
<tr>
<th>Emergency</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bomb Threat</strong></td>
<td>Get:</td>
</tr>
<tr>
<td>Caller’s Name</td>
<td>1. Call 911.</td>
</tr>
<tr>
<td>Type of bomb</td>
<td>2. Call Security.</td>
</tr>
<tr>
<td>When set to detonate</td>
<td>Assume any bomb threat is real. If reported in your area, evacuate.</td>
</tr>
<tr>
<td>Location of bomb</td>
<td></td>
</tr>
<tr>
<td>Appearance of bomb</td>
<td></td>
</tr>
<tr>
<td>Why bomb has been placed</td>
<td></td>
</tr>
<tr>
<td>on campus</td>
<td></td>
</tr>
<tr>
<td><strong>Chemical Spill</strong></td>
<td>Follow instructions of incident commander on campus. Evacuate if notice provided and extreme hazard; shelter in place if no notice provided and extreme hazard. The concern is a drifting cloud of hazardous material which reaches and envelops the campus.</td>
</tr>
<tr>
<td>off Campus</td>
<td></td>
</tr>
<tr>
<td><strong>Chemical Spill</strong></td>
<td>Evacuate affected areas. Call Security. If entire building at risk, pull fire alarm and evacuate affected building.</td>
</tr>
<tr>
<td>on Campus</td>
<td></td>
</tr>
<tr>
<td><strong>Earthquake</strong></td>
<td>Drop, cover and hold. Evacuate to assembly areas when safe to do so (shocks have stopped). If egress is blocked, call Incident Commander.</td>
</tr>
<tr>
<td><strong>Fire Off Campus</strong></td>
<td>Follow instructions of incident commander. The concern is that the fire will spread onto the campus.</td>
</tr>
<tr>
<td><strong>Fire on Campus</strong></td>
<td>Pull fire alarm. Evacuate building. Call 911 and then call Security and report nature of problem.</td>
</tr>
<tr>
<td><strong>Flash Flood</strong></td>
<td>If time permits, unplug electrical equipment and place 2 feet above ground level. Place vital records 2 feet above ground level. Then evacuate.</td>
</tr>
<tr>
<td><strong>Pandemic</strong></td>
<td>In the event of influenza, norovirus or other pandemic stay at home. Check web site for possible cancellations of classes.</td>
</tr>
<tr>
<td><strong>Power Outage</strong></td>
<td>Follow instructions from department managers (working hours) or Security (other times).</td>
</tr>
<tr>
<td><strong>Severe Weather</strong></td>
<td>Follow instructions of incident commander.</td>
</tr>
<tr>
<td><strong>Shooter or Intruder</strong></td>
<td>In immediate area:</td>
</tr>
<tr>
<td>with suspected violent intent</td>
<td>Lock down the office or classroom. Lock the door, jam or block it shut. Turn the lights out and take shelter on the far side of the room. Silence cell phones. Call 911, then call Security. How you will be notified that all is clear depends on specific circumstances.</td>
</tr>
<tr>
<td><strong>Shooter or Intruder</strong></td>
<td>Not in immediate area:</td>
</tr>
<tr>
<td>with suspected violent intent</td>
<td>You might be notified by security or by other individuals evacuating areas. Evacuate only if you are certain that evacuation routes and assembly areas are clear. Otherwise, lock down the office or classroom. Lock the door, jam or block it shut. Turn the lights out and take shelter on the far side of the room. Follow instructions of incident commander and evacuate when directed. How you will be notified that all is clear depends on specific circumstances.</td>
</tr>
<tr>
<td><strong>Student Abduction</strong></td>
<td>Call 911 and report name of student, name (if known) and description of intruder, and vehicle information (if known). Do not provoke the abductor.</td>
</tr>
<tr>
<td><strong>Tornado</strong></td>
<td>Take cover away from windows, in basements or interior rooms. Note: EITC currently has no means of tornado alert or all-clear notification and would use the emergency notification system of e-mail, text message, etc.</td>
</tr>
</tbody>
</table>
Section 3 - Campus Security Policy and Crime Statistics

This section of the safety policy and emergency plan refers to violent crime on or near campus and the methods used to minimize it, report it and compile statistics. These provisions comply with federal laws commonly referred to as the Clery Act.

Terms:

Campus: for EITC, the property defined by its property lines surrounding the main campus and its property to the east of Hitt Road. It does not include classrooms and other facilities in Rexburg and other areas where the college teaches classes. These are referred to as non-campus locations.

Public Property: areas beyond the campus which allow access to the college. Along Ashment Avenue, 17th Street and Hitt Road this include the sidewalks, street and opposite sidewalks. Where property is bounded by Meppen Canal or Sand Creek it is the opposite bank of the stream. The city park and flood control areas north of Meppen Canal are not included in the area of public property because the canal forms a reasonable barrier which pedestrians would not cross. A map of the campus boundaries and the public property areas passing through and surrounding it is shown later in this section.

Noncampus Location: any facilities leased or otherwise used for instruction. Areas leased purely for storage are not considered noncampus locations because they are not visited by students. Leased areas are considered noncampus locations only when they are being used for classes. At the time this procedure was issued the college had noncampus locations in Rexburg and Salmon.

Campus Security Authority:

- Contracted security services personnel on campus
- Any other individuals who have responsibility for campus security. This is uncommon at EITC and is usually associated with an event on campus.
- An official of the institution who has significant responsibility for student and campus activities. This includes faculty advisors to student groups.
- Any individual or organization to which students and employees should or might report criminal offenses. Per the Student Handbook, this is anyone in the Administration Office.

Recording Crimes and Incidents:

Daily Crime Log: This is a running log of crimes on campus, on public property around the campus and at noncampus locations. It is kept by security. List in the Daily Crime Log any criminal offenses under the Clery Act which occur on campus, in public areas around campus and in noncampus areas controlled by the college. A continuous record
dating back seven years is required. An extract of the log, with actual data, is shown below.

<table>
<thead>
<tr>
<th>Nature (Classification)</th>
<th>Date/Time Reported</th>
<th>Date/Time Occurred</th>
<th>General Location</th>
<th>Hate Crime?</th>
<th>Disposition</th>
</tr>
</thead>
</table>

**Security Incident Report**: This report provides additional information on events of interest on campus. It is not the same “incident report” as the one used elsewhere on campus. Use the security incident report to provide additional information on criminal offenses, violations of campus policies and other events which need reporting to college administration. This report is submitted as soon as the information is filled out, typically the next business day after the event. There should be a security incident report for every crime log entry.

**Campus Security Monthly Report**: Use the campus security monthly report to provide summary information to college administration.
EITC considers the following to be public property adjacent to the campus:

Meppen Canal from the northwest to northeast corners of the campus. The entire canal is included up to the northern edge of the canal.

Ashment Avenue from about 1250 Ashment Avenue south to Alan Street. The roadway and sidewalks on both sides of the street are included. The LDS Institute property and adjacent roadways and sidewalks are not included.

EITC considers the following to be public property adjacent to the campus:

Sand Creek from the EITC property line to the east boundary of the creek, from the Meppen Canal intersection at the north end to the private property line at the south end of the campus property.

EITC considers the following to be public property adjacent to the campus:

Hitt Road from the 17th Street intersection to the north side of Meppen Canal. The roadway and sidewalks on both sides of the street are included except in privately owned areas on the east side of Hitt Road.
# CAMPUS SECURITY MONTHLY REPORT

<table>
<thead>
<tr>
<th>Data Location:</th>
<th>On Campus</th>
<th>Non-Campus</th>
<th>Public Property</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criminal Offense (also list in Daily Crime Log)</th>
<th>Incidents (violation of campus rules, etc.) (do NOT list in Daily Crime Log)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder / non-negligent manslaughter</td>
<td>Auto Accidents</td>
</tr>
<tr>
<td>Negligent manslaughter</td>
<td>Stalking</td>
</tr>
<tr>
<td>Sex offenses – forcible</td>
<td>Teacher/Student Confrontations</td>
</tr>
<tr>
<td>Sex offenses – not forcible</td>
<td>Other (specify below)</td>
</tr>
<tr>
<td>Robbery</td>
<td></td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td></td>
</tr>
<tr>
<td>Burglary</td>
<td></td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td></td>
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<tr>
<td>Arson</td>
<td></td>
</tr>
<tr>
<td>Larceny – Theft</td>
<td></td>
</tr>
<tr>
<td>Simple Assault</td>
<td></td>
</tr>
<tr>
<td>Intimidation</td>
<td></td>
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<tr>
<td>Property Damage / Vandalism</td>
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<tr>
<td>Weapons carrying / possessing</td>
<td></td>
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<tr>
<td>Drug Law violations</td>
<td></td>
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<tr>
<td>Liquor Law violations</td>
<td></td>
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</table>

**Remarks (including which offenses were hate crimes):**

**Administrative Review:**

<table>
<thead>
<tr>
<th>Security:</th>
<th>Date:</th>
<th>College Administrator:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Notes:**

Use this report for monthly summary data. For individual incidents, use the security incident report form. Provide summary data from the daily crime log and from incident reports. The totals on this sheet should match those in the Daily Crime Log. Use a separate sheet for each location being reported. Do not submit a report for locations with no data to report. Review and signature of this sheet indicates that the daily crime log has also been reviewed.
Section 4 – Notification Procedures

EITC typically gets notified of an emergency in one of the following ways:

1. The event happens on or near campus and we notify others. Example: shooter, fire.
2. The county alarm sirens atop Building 1 sound without prior warning. Example: dam breach, tornado.
3. A phone call is made to campus. Example: bomb threat, police report.
4. A public service announcement is made by radio, television or Internet. Example: storm warning, hazardous material spill. Security has a NOAA-provided radio which announces weather alerts but the timeliness and reliability of information has never been tested.

Once EITC is notified the information needs to be conveyed to security first (because security is on campus 24/7) and then to college administration. College administration then needs to decide how to notify students and employees. These options include:

1. Phone calls or verbal communication in an orderly manner down the chain of command. This minimizes panic. It is the slowest method of communication, reaches only the individuals on campus at the time but allows for two-way discussion. An example of an emergency for which this technique might be effective is an approaching storm where there is time to evaluate what actions to take.
2. E-mail, using the normal e-mail delivery systems to send a message to a targeted group such as faculty, staff, current students or a combination of these groups. This is potentially a faster means of communication, depending on whether the recipient has e-mail open on his or her computer. It will reach off-campus personnel. An example of an emergency for which this technique might be effective is a storm or pandemic where the decision has been made to close the campus.
3. An emergency notification system which sends out information by text messages, e-mail, phone alerts and other media. This provides the most rapid notification to the largest number of people, but text messages must be kept fairly short. This limits explanation.

For emergency notifications it is often best to follow the initial notification with some other means of conveying information such as a web site note, social media posting, or electronic sign message.

There is no way to reach everyone when broadcasting an alert. People may be on vacation. Classes may be in session with all cell phones turned off. Generally all that is necessary is to reach a “critical mass” of people. The expectation is that alerted people will notify others.

EITC currently has a contract with a commercial company to provide emergency
notifications. Although the company might change, the basic processes would be the same.

1. Each year in late September and early February, data files are downloaded from Colleague; these files provide contact information for employees and students. These files are combined, formatted to meet the contracted company’s needs and uploaded into an off-site database. This is done by the vice president for finance and administration or an administrative assistant.

2. Individuals in the database are divided into groups. There is a master group which contains all individuals, a student group and different groups for faculty and staff depending on their division. Generally emergency notifications are initially made to all individuals, but subsequent transmissions might be sent to divisions responsible for emergency response such as maintenance or custodians.

3. The president, vice presidents and two other managers on campus have access to the contracted company’s web site. Specifically, they have a wallet-sized emergency card with the web site and instructions how to send an emergency message using this system.

4. A test message is sent using the contracted company’s system each fall and spring term as soon as the new data for the term is uploaded.
Section 5 – Faculty Information

Faculty members have responsibility for the safety of their students. This applies whether faculty members are full time or adjunct and whether teaching credit or non-credit classes.

EITC responds to emergencies in one of two ways. Either personnel evacuate a building or they shelter in place. Details for all employees are in the sections titled “Evacuate” and “Shelter in Place.” For each response, decide beforehand how you will work with those students who have disabilities, meaning not only those with permanent disabilities but those who have temporary conditions, such as someone who broke his leg skiing.

Evacuation:

Make sure all your students are out of the building or in areas of refuge and provide a report to security, if possible by cell phone (221-6350 or 604-4597). Don’t leave your evacuation area to provide the report, because you won’t know where the incident commander might be. Tell security your name, your class, your room and the number of people who are not accounted. If possible provide details for these individuals – name, gender, physical description. In some cases full time faculty, especially late in a term, can do this very easily. In most cases an adult education instructor cannot be expected to do this.

Once you have accounted for your students you have no additional responsibility for them. It is not reasonable to expect EITC students to line up, stay in the evacuation area or stay on campus. Discourage students from re-entering the building. Remind students to expect first response vehicles on campus (police cars, fire trucks, ambulances) and to keep clear of them.

Shelter in Place:

The alternative to evacuating is sheltering in place. Anything which does not involve evacuation is sheltering in place. There are different ways to shelter in place such as drop cover and hold for an earthquake or lock down for an intruder. Sheltering can be staying in your current room or relocating to some other room within the building. The nature of the emergency determines the best course of action. An earthquake, for example, comes on quickly and without notice; the correct immediate action is to remain in place under cover of a rigid object such as a table. A tornado warning might provide enough time to get to an interior area of the building from a classroom with large windows near an exterior wall.

A shooter on campus presents a particular challenge. The natural tendency is to run from the gunfire. There are two problems with this tactic. First, gunfire tends to echo through hallways and the exact location of a shooter often cannot be immediately determined. Rather than running away from a shooter, you might be running toward the shooter. Second, there might be more than one shooter (there were two shooters at Columbine
High School). EITC’s emergency notification system takes several minutes to deliver messages to its recipients (about 1000 people). Even the fastest form of social media takes about 20 seconds to pass information, not including the time it takes to log on, key in data and transmit. Notification systems only tell you where the shooter was. Typically, shooters on American campuses are aware that they have only a few minutes before police response (3-5 minutes at EITC for the first patrol car, 15 minutes for a full SWAT team). If the shooter has a specific target he will find the target, fire and flee – probably shooting anyone who impedes his escape. If the shooter is on an indiscriminate rampage he will bypass more difficult targets in order to seek out and kill those who are easier to find – such as people in hallways. It is usually safer to lock down the room and shelter in place.
Section 6 – Campus Emergency Response Personnel

Some employees have specific responsibilities in case of an emergency. These individuals are referred to as campus emergency response personnel. This section describes their responsibilities.

Evacuation:

When a building is evacuated it should be checked to make sure that everyone is out. During normal working hours, IT Division is responsible for checking buildings 3, 5, and 6. Maintenance is responsible for checking buildings 1, 2, and 4. From 2:00 PM until 11:00 PM on Monday through Thursday, the custodial group is responsible for checking buildings. This results in some overlap of responsibility in the late afternoon working hours, which is acceptable. Outside of these hours, buildings are checked by campus security.

Building checks should be done quickly and without looking into areas which are probably unoccupied. Do check restrooms, lighted classrooms, lighted office areas and areas of refuge (in buildings 1 and 6). Do not check closets, unlit offices and unlit or locked classrooms unless you suspect that an individual or group has decided to lock down and shelter in place instead of evacuating. Use your EITC badge and master key to identify yourself and provide instructions.

If you encounter people who are still evacuating the building without difficulty, move on. If you encounter a problem, make note of it and move on. After you have looked through the building you will need to make a decision whether to return and render assistance or to evacuate yourself and report the problem to the incident commander. First responders to an emergency typically arrive no more than 15 minutes after being alerted. By that time the incident commander needs to have information on the building you have checked.

Building checks are only done on buildings being evacuated. For example, if there is a fire alarm in building 6 it is probably not necessary to do building checks in building 1. Individuals who are assigned responsibilities for buildings not involved in the emergency should report to the incident commander to provide assistance.

After reporting the status of your building, expect to be assigned access control duties. Keep people from coming back into the building until the incident commander, or his designee, releases you from that duty.

Shelter in Place:

Generally if an emergency requires others to shelter in place, you should too. Once the emergency has passed report to the incident commander to provide assistance.
Communications:

Most campus emergency response personnel have cellular phones issued by the college. These provide two way communications only. A good rule is to use phones only when necessary. Campus security has two portable handheld radios which can be used. There is another pair of radios in the office of the vice president for finance and administration (room 325). The Incident Commander assigns the channel to use. The default setting is channel 10.
Section 7 – Evacuation

Some emergencies such as fires require building evacuation. Know how to get out of your building and where to collect the individuals for whom you are responsible (see section 2). It is OK for individuals to take coats, laptops, backpacks and similar items with them in a “grab and go” exit. It is not OK for individuals to take time to put away tools and equipment, roll tool cabinets out of the building and try to remove other large items, shut down computers and turn off other equipment. In general, do not take time to put away equipment such as air hoses or power cords. Although these are trip hazards for first responders, so are bodies. Get out of the building. Walk, don’t run. Report these hazards to the incident commander.

Where faculty and staff are properly trained to evacuate individuals with mobility issues, after receiving permission from the person with a disability, they should be evacuated to the designated gathering point in Section 2. Otherwise, the person responsible for clearing the building (typically IT, maintenance or custodial staff) shall tell the incident commander and/or arriving emergency personnel of any identify any individuals with disabilities in the designated areas of refuge. Emergency first responders are generally aware of these designated areas of refuge.

Help those with vision loss by asking the person if he/she would like to take your arm at the elbow. DO NOT grasp the arm of a person with low vision or blindness except to guide the person’s hand to your elbow. Give the person verbal instructions as you guide the person, advising about steps, rough terrain, walking through doorways, debris, etc. as you approach these areas. Verbal compass directions, estimated distances and directional terms are the most familiar ‘tools’ for persons with vision loss. A service animal could become confused or disoriented in a disaster. People who are blind may have to depend on others to lead them, as well as their service animal, to safety during a disaster.

Persons with hearing impairments or deafness should be made aware individually of the emergency and how to respond. Write directions on paper, if necessary. To make the American Sign Language signal for “Fire,” hold both hands in front of you at waist or low chest level, palms facing you. Move your hands slowly upward, wiggling all your fingers.

Many respiratory illnesses can be aggravated by stress. In an emergency, oxygen and respiratory equipment may not be readily available. People with respiratory illnesses should be referred to emergency personnel.

For those with disabilities not specifically covered, ask the person how you can help them most effectively. Be calm and reassuring. If the person is not able to evacuate safely from a multi-story building, lead the person to a designated area of refuge (identified for the Sessions Building and the Health Professions Building).
Section 8 – Sheltering in Place

Shelter in place is a technique used to protect personnel from hazards when evacuation is not appropriate. Evacuation might not be appropriate because the hazard comes upon the college too quickly. Sheltering in place could be for a very short duration, such as for a tornado warning, or it could involve longer durations such as a hazardous material spill from off campus, such as a chlorine gas spill from a truck or rail car, or blizzard conditions which cause a power outage and prevent safe travel. This procedure assumes short duration sheltering in place. EITC has no agreements in place regarding the relocation of personnel to shelter in place elsewhere or the support of outside organizations to shelter at EITC. There are no materials at EITC to support the long term sheltering of personnel such as food and medical supplies.

The Vice President of Instruction and Student Affairs is responsible for coordinating shelter in place activities. The designated alternate is the Vice President for Finance and Administration.

Sheltering in place simply involves not going outside and keeping outside hazards from entering buildings and, if a hazard has entered the building, keeping the hazard out of your specific area. The order to shelter in place will normally be given by the College President or person in charge during the emergency. Personnel will normally shelter in place in the building where they are when the order is given. If possible, the nature of the hazard should be communicated when giving the order to shelter in place.

If the outside hazard is a short term airborne hazard (smoke, chemical spills, etc.):

- Additional instructions might be given to shut off all ventilation to the buildings or place signs on all exit doors reminding personnel not to use them. NOTE: EITC has no authority to prevent an individual from evacuating. If the person wants to leave, minimize the intrusion of outside hazards. For example, most entries have double sets of doors. Ask an individual who is leaving to pause and wait for the interior doors to fully close.
- Use of bedding and beds is authorized in buildings 2 and 6 for sleeping while sheltering in place for longer durations.
- “Gas masks” commonly found in buildings 2 and 5 for radiological training are usually unsuitable for any other hazard and should not be used. These protective masks require filter cartridges which are appropriate for the specific hazard. Any self-contained breathing apparatus (SCBA) used for training should not be used unless the individual has been specifically trained on the device.
- Shop areas with roll-up doors should be evacuated if an order is given to shelter in place. These doors are typically difficult to seal. Other doors can be sealed by stuffing paper or cloth products around the door gaps.
Relocation is the transfer of students, faculty and staff away from the campus to another location. Relocation typically occurs when the campus must be abandoned for a prolonged time. Flash floods, wild fires and similar emergencies would make the campus untenable. Relocation for the entirety of staff, students and faculty is not addressed in this plan. EITC is a post-secondary school and most students have their own transportation; students, faculty and staff would simply be dismissed. The specific circumstance where relocation of some personnel might be required is when the campus must be abandoned and an individual does not have transportation. If classes are dismissed and the school is closed due to an emergency, individuals without transportation should assemble in one location until their transportation arrives. If the primary command center is in use, the preferred relocation assembly point is the cafeteria. If the alternate command center in building 5 is in use, the preferred relocation center is any large theater-type classroom. Student Services should provide writing materials at the assembly area. If a student leaves prior to arrival of regular transportation, the student should be invited to note his destination and means of transportation prior to departing. If unforeseen circumstances require the college to order a mass relocation of personnel on campus, based on coordination with local emergency systems, security will post a sign on the main entrance to building 3 indicating the relocation point.

Reverse evacuation is the consolidation of personnel in a safe location within a building until a threat passes. It is not commonly used for actions involving law enforcement, when lockdown might be a better action, unless requested by law enforcement personnel. It is not commonly used for sheltering in place unless there is an advantage to consolidating personnel. It is not commonly used for outbreaks of illness, where segregating people is more appropriate. Reverse evacuation might be ordered when it is necessary to communicate with a large group of people at once, such as to explain an emergency. The most common reason for reverse evacuation is to move people to more sheltered positions within a building for protection, and the most common threat which requires reverse evacuation is a tornado. For this reason, there are at least two reverse evacuation locations in each building.

<table>
<thead>
<tr>
<th>Building</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Room</td>
<td>20</td>
<td>260</td>
<td>355</td>
<td>None</td>
<td>545</td>
<td>6163/64</td>
</tr>
<tr>
<td>Alternate Room</td>
<td>7,9</td>
<td>245</td>
<td>300</td>
<td></td>
<td>581</td>
<td>6139</td>
</tr>
</tbody>
</table>

It is expected that reverse evacuation will involve the movement of people within a building to a safer location. However, circumstances may require the movement of personnel from one building to another. An example of this is a fire in one building, causing personnel evacuation. The person in charge may elect to reverse evacuate personnel from that building into a collection point within another building.

Hall check at EITC is a quick inspection of the area surrounding a classroom or office facility. The purpose of a hall check is to determine the proper course of action to be taken in response to a possible or known emergency. Hall checks might be performed under the following circumstances by faculty or staff:
- When smoke is detected, to determine a safe egress route.
- When evacuating for a fire alarm, if a safe exit path is unknown.
- After an earthquake or other event requiring drop, cover and hold to determine a safe egress route.
- After evacuation, when personnel responsible for clearing a building are determining whether it is safe to re-enter a building.

Hall checks should not be performed when it is likely for the person doing the check to become a casualty, such as when an intruder has been reported and there is active law enforcement action underway, when gunfire is heard or when there is a disruptive person in the hallways. It is better to lock down and wait for first responders to clear the building.

Hall checks are always done using at least two people. A faculty member performing a hall check should take a student if another faculty or staff member is not available. Keep separated by several feet but stay within quiet voice range. Remember in doing a hall check that the purpose is to determine subsequent safe action for others to take.

Lockdown is the immediate closure of doors to occupied rooms. Lockdown is appropriate when there is a report of violent activity on the campus or there is law enforcement activity on campus, or when the results of a hall check indicate smoke, a fire or other hazard and there is no means of safe egress.

EITC has no effective centralized means of ordering a lockdown of interior rooms. The emergency notification system takes several minutes to transmit messages, which might be too long for many situations. Administrative staff will notify departmental offices if a lockdown is warranted, and departmental staffs can notify persons within their office complexes. However, runners should be sent to notify individual classes to lock down only if the reason for lockdown is in a different building. Individual staff and faculty will need to take personal initiative to lock down.

- For Smoke or Fire with no safe egress, Perform a hall check to verify that there is no safe egress. Notify other occupied areas which might be affected. Lock down the individual room by securing but not locking the door(s). If smoke begins to intrude around the doorway stuff any available material (preferably something non-flammable) into the gaps. Notify Security immediately at 221-6350 or 604-4597. Security should either investigate directly or send someone to the scene to investigate and report back. Notify the Administration Office or an individual departmental office.

- For an Intruder, do not perform a hall check. Lock down the individual room. Lock the door(s). If the doors will not manually lock, attempt to block access through the door by any reasonable means such as moving furniture. Turn out the lights to make the room look unoccupied. Move away from the door and walls exposed to a hallway. Silence cell phones. Call 911 and report the problem, then notify Security immediately at 221-6350 or 604-4597. Security should verify with
the caller that a 911 call has been made, open gates to the campus and establish contact with first responders.

Drop, cover and hold is an immediate action taken to reduce the risk of injury from falling or flying objects. Emergencies which may require this action include earthquakes and tornadoes. When an emergency arises which requires personnel to drop, cover and hold the appropriate action is to take cover under tables, desks, or other objects that will give protection against falling glass or debris. Provide assistance to those in the class with mobility or other impairments. DO NOT attempt to evacuate a building until circumstances permit safe movement. DO NOT run to a doorway and stand in it. Personnel who are caught in the open during an emergency which requires personnel to drop, cover and hold should get as low as possible and cover head and face with arms, hands and any available materials. After the emergency passes, assess damage in the immediate area and take appropriate action. This might include performing a hall check and/or evacuation.
Section 9 – Command, Control, Communications

1. Command and Control

The organizational chart detailing the chain of command for Eastern Idaho Technical College is shown below.

<table>
<thead>
<tr>
<th>President</th>
<th>Dr. Steven K. Albiston</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1730 Delmar Drive</td>
</tr>
<tr>
<td></td>
<td>Idaho Falls, ID 83404</td>
</tr>
<tr>
<td></td>
<td>Home: (208) 529-6675</td>
</tr>
<tr>
<td></td>
<td>Cell: (208) 520-5886</td>
</tr>
<tr>
<td></td>
<td>Key Reports: Public Relations, Administration</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Vice President – Finance and Administration</th>
<th>James Stratton</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4966 Vintage Lane</td>
</tr>
<tr>
<td></td>
<td>Idaho Falls, ID 83406</td>
</tr>
<tr>
<td></td>
<td>Home: (208) 523-1074</td>
</tr>
<tr>
<td></td>
<td>Cell: (208) 403-7812</td>
</tr>
<tr>
<td></td>
<td>Key Reports: Maintenance, Custodial, Human Resources Security, IT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vice President – Instruction and Student Affairs</th>
<th>Dr. Sharee Anderson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1083 E 1465 N</td>
</tr>
<tr>
<td></td>
<td>Shelley, ID 83274</td>
</tr>
<tr>
<td></td>
<td>Home: (208) 709-7913</td>
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<tr>
<td></td>
<td>Cell:</td>
</tr>
<tr>
<td></td>
<td>Key reports:</td>
</tr>
<tr>
<td></td>
<td>Registrar - Student Services</td>
</tr>
<tr>
<td></td>
<td>All Instructional Departments</td>
</tr>
</tbody>
</table>

The following individuals shall be in charge during an emergency or incident, listed by order of precedence:

- President
- Vice President of Finance and Administration
- Vice President of Instruction and Student Affairs

Security Services are designated as the Incident Commander for all emergency situations on the campus. Security shall transfer control to the designated Incident Commander from community first responders (e.g. police, fire) or campus Command Post, when activated. If transferred to the campus Command Post, Security shall continue to serve as the on-scene commander until relieved by a recognized official (e.g. first responder)
Security Services, as the designated Incident Commander, shall be the point of contact for emergency situations on campus. Security can be contacted at (208) 221-6350.

When necessary, the College shall establish a Command Post staffed by appropriate personnel. Primary and alternate locations are listed below:

- Building 3, room 331 (Primary)
- Building 5, room 547 (alternate)
- Building 1, room 135 (alternate)

2. **Communications and Warning - General.**

A sound public information plan in itself will do much to calm the fears and apprehensions of parents and relatives of both staff members and students. The timely dissemination of accurate information will promote effective immediate actions by campus personnel, assist first responders and school officials by calming the fear, clear up any confusion and help keep unwanted or unneeded persons away from the site of the crisis.

The person in charge of releasing information to the public is referred to as the Public Information Officer. Specific duties of the public information officer (PIO) include:

a. Release information which is consistent, accurate, and timely. News media can play a key role in assisting the school in getting emergency/disaster-related information to the public (parents). Therefore, the person releasing information to the public should be in near proximity to the person in charge yet have quiet surroundings to work. The public information officer should establish a predetermined staging area for press and press releases.

b. Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

c. Keep up to date on the situation.

d. Do not release any names - FERPA (student information)

e. When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid using the phrase "no comment."

f. Remind school staff and volunteers to refer all questions from the media or waiting parents to the PIO.

g. Monitor news broadcasts about the incident. Correct any misinformation heard immediately.

h. Get updated information and disseminate often.

Reassurance is often the message to convey. Assure people that everything is being done to ensure students' safety and well-being; that’s the goal of our emergency response. Remember EITC is capable and prepared to handle this crisis.

Individual(s) responsible for coordinating Communications and Warning operations, as
well as alternates, are designated in this plan. However, the incident commander may designate other people as needed to fill gaps in organizational structure. The primary person who will be responsible for communicating to the public, press or other outside sources is the Public Information Officer (PIO). Other personnel who may communicate with the press include the president and vice presidents. This function, closely related to the coordinating function, consists of keeping those to whom you are responsible informed as to what is going on. It is essential that competent individuals keep the information flowing, especially in this age when there is so much information being transmitted in so many forms.

3. Initial Notification and Promulgation of Information.

Emergencies which originate on campus are more likely to result in notification being made by EITC to surrounding first responders. This will be done by telephone call, to a 911 operator if necessary. Calls can be initiated by cellular phone (either personally owned or college issued), desk phone (9-911), or emergency 911 stations at various points in each building of the campus. Maps at the major entrances to each building show locations of emergency call buttons. Any person who initiates a 911 call should contact Security Services immediately after the 911 call is complete, so that Security personnel can perform immediate actions on campus and assume duties as Incident Commander. Security Services can be reached at 604-4597 or 221-6350.

EITC can initiate any emergency by making a 911 call as described above. A fire alarm, smoke detector or high temperature alarm will automatically initiate a 911 call. The alarm monitoring company has provisions to notify all EITC maintenance and custodial personnel using a text message delivery.

If a warning is received by outside source it will probably come through NOAA weather radio or phone call from 911 dispatcher, etc. This information is then disseminated throughout the College.

Although there is an emergency alert horn on top of building 1, initiation of this signal is done by the state or county. The college has no other means of initiating any other emergency communication such as bells, whistles or similar devices. The college has a contract with a vendor to transmit emergency and other notifications to faculty, staff and students which can be used during an emergency.

Once a report of an actual or impeding emergency is received it must be promulgated throughout the campus. The standard method of doing this is, if the event is not self-evident, is to call security and then the office for each department and report the emergency. One method to do this is to consult the emergency response for each emergency, as identified in Section 10, and then call the office and relay instructions. For example, a typical report might be:

“The Sheriff’s Office has notified EITC of a dam breach at Ririe Reservoir. Water is expected to reach the campus in 6 hours. Begin an orderly evacuation of the campus.”

9-3
Information can also be promulgated on the campus Internet (web) site. This should be done if it does not interfere with other activities. If the campus electronic message board is functional, messages can also be posted on the message board. In addition, both the primary and first alternate command sites have access to a fax machine which can be used to transmit more detailed information than is possible from a telephone or cellular phone text message.

A list of key telephone numbers is provided in this section. This list includes not only EITC key numbers but also key contact information for various first responders in the area.

4. Communications During And After An Emergency

EITC relies heavily on cellular phones and face-to-face communications during emergency situations. Depending on the casualty cellular phones might not be available. For example, an earthquake which severely damages EITC is probably severe enough to damage cellular phone towers. In addition, circuits on these lines may be jammed and bandwidth might be reduced if first responders need to use these systems for communication. Remember that text messaging takes much less bandwidth. Also remember that a face-to-face report often provides better, clearer communications and can be discussed more easily, particularly with regard to follow-on assignments. It also allows telephones at the command center to be used for external communications.

Maintenance and custodial personnel are the first individuals to move around the campus and share information. They do most of the initial checks. Information from these investigators should be reported directly to the command center either by cell phone (if the information is time sensitive) or by face-to-face delivery (preferred if the situation is non-critical in order to keep cellular phone lines clear).

Casualty information must be fed in to the Public Information Officer in a constant stream for reasons previously discussed. The PIO can condense and synthesize this information and then release it to television and radio stations and to newspapers.

The student handbook contains procedures to be followed by the College in the event of a disaster. Included in this handbook are the local radio and television stations that will disseminate campus information, as well as the designated campus telephone number(s) that individuals can call during an emergency/disaster. This manual includes all the contact information in the handbook.

Media briefings will be conducted as necessary, normally in the John E. Christofferson Building (Building 3), with an amphitheater room in the Creek Building (Building 5) used as an alternate site.
5. **Contact Information**

**Internal Communications**

<table>
<thead>
<tr>
<th>Security Office</th>
<th>221-6350 or 604-4597 (cellular phones)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Command Center</td>
<td>524-3000 Extension 3397 (conference room)</td>
</tr>
<tr>
<td></td>
<td>524-3000 Extension 3333 (President’s Office)</td>
</tr>
<tr>
<td></td>
<td>524-3000 Extension 3440 (PIO Office)</td>
</tr>
<tr>
<td></td>
<td>524-3000 Extension 3398 (Foundation Office)</td>
</tr>
<tr>
<td></td>
<td>524-3000 Extension 3366 (VPISA Office)</td>
</tr>
<tr>
<td></td>
<td>524-3000 Extension 3322/3407/3477 (Admin area)</td>
</tr>
<tr>
<td></td>
<td>Fax 524-3007 (Admin)</td>
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<tr>
<td></td>
<td>Fax 524-0429 (Business Office)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternate Command Center</th>
<th>524-3000 Extension 3404 (HR Manager Office)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>524-3000 Extension 3357 (Payroll Office)</td>
</tr>
<tr>
<td></td>
<td>524-3000 Extension 3312 (Library)</td>
</tr>
</tbody>
</table>

Fax 525-7303 (HR Office)

**Note:**

Any 524-3000 extension will work if power is lost until backup batteries expire, after about 30 minutes. It should be possible to maintain communications by connecting a phone to a fax line.

**External Communications**

<table>
<thead>
<tr>
<th>Radio Stations</th>
<th>Phone #</th>
<th>Fax#</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>KBYR</td>
<td>907-273-3170</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KID</td>
<td>208-524-5900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KTHK</td>
<td>509-547-9791</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KUPI</td>
<td>208-522-1101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KLCE / KFTZ</td>
<td>208-785-1400</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Television Stations</th>
<th>Phone #</th>
<th>Fax#</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPVI</td>
<td>208-235-3152 234-3650</td>
<td><a href="mailto:newsroom@kpvi.com">newsroom@kpvi.com</a></td>
<td></td>
</tr>
<tr>
<td>KIDK</td>
<td>208-525-8888 522-1930</td>
<td><a href="mailto:newsdesk@localnews8.com">newsdesk@localnews8.com</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Phone #</th>
<th>Fax#</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Register (IF)</td>
<td>208-522-1800 529-9683</td>
<td><a href="mailto:news@postregister.com">news@postregister.com</a></td>
<td></td>
</tr>
</tbody>
</table>
State Organizations

<table>
<thead>
<tr>
<th>State Organization</th>
<th>Phone #</th>
<th>Fax#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Education</td>
<td>208-334-2270</td>
<td>208-334-2632</td>
</tr>
<tr>
<td>(<a href="mailto:board@osbe.idaho.gov">board@osbe.idaho.gov</a>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division of Professional-Technical</td>
<td>208-334-3216</td>
<td>208-334-2365</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Internet (web) site should be used to distribute information, along with social networking sites, if time permits.

Utility Companies (City of Idaho Falls)

<table>
<thead>
<tr>
<th>Utility Company</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power</td>
<td>612-8459</td>
</tr>
<tr>
<td>Sewer</td>
<td>612-8108</td>
</tr>
<tr>
<td>Water</td>
<td>612-8491</td>
</tr>
<tr>
<td>Sanitation</td>
<td>612-8491</td>
</tr>
<tr>
<td>Intermountain Gas</td>
<td>1-877-777-7442</td>
</tr>
<tr>
<td>ECSI Telephone</td>
<td>529-9400</td>
</tr>
</tbody>
</table>

The Eagle Rock Amateur Radio Club might set up an emergency communications hub in Room 134. If all else fails, this could become the only means of communicating. Check periodically to see whether this station has been manned.
Earthquake

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>You feel the earth move under your feet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Action</td>
<td><strong>Drop, Cover and Hold.</strong> Evacuate when safe to do so.</td>
</tr>
</tbody>
</table>

**Likelihood: Possible**

**Risk: High**

**Actions**

Drop, cover and hold until motion stops. Perform a hall check and verify safety of the primary evacuation route. If the primary evacuation route is unsuitable, check safety of the alternate evacuation route. Then evacuate the building to assembly points using the safer exit route.

If you are trapped due to building collapse, stay where you are. Do not attempt to dig your way clear. Maintain cover for protection from aftershocks. Provide first aid to injured. Attempt to communicate by any means possible. Provide the number of personnel trapped, extent of injuries and condition of the surrounding building structure.

**Discussion**

An earthquake has the potential to create widespread major damage throughout the campus and the surrounding community. Earthquakes range in intensity from minor tremors, which are barely detectable, to major displacements which cause serious structural damage or building collapse. Community support could be slow to respond. This action plan is for serious earthquakes.

**Command**

Security: Call 911 and make an initial report of status at the college including whether classes are in session. Unlock all campus traffic gates. If building 1 is intact, unlock room 134 for emergency radio communications. Assign teams from maintenance and custodial (at least two per team) to inspect the outside of buildings for evidence of damage and utilities damage. Obtain reports from assembly areas for each building evacuated. Determine whether any persons might be trapped in any building. Order setup of triage facilities in undamaged areas and collect first aid supplies. Repeat building inspections and personnel musters if major aftershocks occur.

Inspection Teams: Shut off gas, water and/or electrical power to any building if there is any indication of utility damage. If the building appears to be structurally sound, enter the building and search for trapped or injured personnel. Do not enter any building which has external evidence of serious structural damage. Instead, walk around the perimeter of the building and call out for survivors and wait for a response.
### Flash Flood

| Symptoms / Notifications | Likelihood: Unlikely  
Risk: Medium |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification, most likely by county emergency personnel</td>
<td>Evacuate</td>
</tr>
</tbody>
</table>

#### Actions

Perform the following activities within one hour of notification. Terminate activities at that point and abandon the campus.

Shut down all activities in an orderly manner. Dismiss students and send them home. Place all paperwork in cabinets, drawers and other repositories at least 2 feet above ground level. Unplug all electric appliances and put the appliance at least 2 feet above ground level. Remove stored records and electronic equipment from below ground areas and relocate them above the flood plain. Shut off power to all equipment and power panels below flood plain level (about 2 feet above ground level).

#### Discussion

EITC is not at risk from failure of the Palisades Reservoir Dam – the flooding will occur west of the campus. Flash flooding is most likely to occur from failure of the Ririe Reservoir Dam. Ririe Dam failure will immerse the campus in about 1-2 feet of water. All below-ground areas will flood. There should be sufficient time to perform an orderly shutdown and evacuation of the campus and permit students, faculty and staff to evacuate the area.

#### Command

Security: Unlock all campus gates to facilitate evacuation. Call emergency agencies and verify the emergency and expected arrival time of flood waters.

President / Vice President: Evacuate all students from the campus by closing down classes. The most effective way to accomplish this is through the departmental offices. Each department should report when all classes have been dismissed and students sent home.

Rig the campus for flooding as described above. Each department manager or designee should report when the last departmental personnel are leaving the campus. Give priority to dismissing staff and faculty most affected by the impending casualty – those living in the flood plain, those with children to pick up, etc.

In no case should personnel be on campus later than 2 hours prior to the expected arrival time of flood waters, to permit personnel to return home and if necessary evacuate their families.
Tornado

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>Notification, most likely by county emergency personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Action</td>
<td>Remain in Place</td>
</tr>
</tbody>
</table>

**Actions**

Remain in place until directed otherwise. Incident commander will determine whether to reverse evacuate to protected areas of the campus. Stay inside buildings. Designated reverse evacuation rooms are:

- **BLD 1**
  - 20 (primary)
  - 7, 9 (alternate)
- **BLD 2**
  - 260 (primary)
  - 245 (alternate)
- **BLD 3**
  - 355 (primary)
  - 300 (alternate)
- **BLD 4**
  - (none)
- **BLD 5**
  - 545 (primary)
  - 581 (alternate)
- **BLD 6**
  - 6163/64 (primary)
  - 6139 (alternate)

**Discussion**

About 1-2 tornadoes occur in southeast Idaho annually. These are typically small and of short duration. There is usually little warning.

**Command**

Security: Call offices in each building and have personnel pass word to remain in place, Incident commander evaluate whether to reverse evacuate to protected areas. Do not send runners to buildings as this could result in personnel being exposed to the tornado or flying debris.

Security should NOT attempt to unlock gates until the tornado has passed and all is clear.

Incident Commander: Notify personnel when the tornado threat has passed. Assess the campus for damage.
Severe Weather

| Symptoms / Notifications | Likelihood: Very Likely  
Risk: Medium |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification, most likely by county emergency personnel</td>
<td></td>
</tr>
<tr>
<td>Personnel Action</td>
<td>No special action</td>
</tr>
</tbody>
</table>

**Discussion**

Severe weather is common in southeast Idaho during the winter season. There is generally ample time for notification from news agencies, NOAA broadcasts or other sources.

EITC has contracts in place for snow removal and other services. The major concern during severe weather is loss of power to the campus and poor visibility for driving conditions.

**Command**

When notified that severe weather actions need to be taken, security should make sure gates are opened to facilitate snow removal and easy egress from the campus by departing students and staff. College administration should evaluate whether the campus should be closed. In general, the campus remains open unless local governments shut down roads in the area due to impassability. If the campus is to be closed, used the electronic message board, web site and emergency notification system.
Chemical Spill (Off campus)

| Symptoms / Notifications | Likelihood: Unlikely  
| Risk: Medium |
|--------------------------|----------------------|
| Personnel Action         | Notification, most likely by county emergency personnel  
| Remain in place. Prepare to shelter or evacuate. |

**Actions**

When directed, evacuate the campus (advance notice and extreme hazard) or shelter in place (inadequate notice and extreme hazard).

**Discussion**

A chemical spill off campus includes radiological hazards from the Idaho National Laboratory. A hazard from INL is extremely remote due to INL safety regulations, distance and prevailing winds. Spills are more likely from train derailments and truck accidents. Spills create airborne ingestion hazards. Water contamination is also possible but the hazard develops more slowly. Utilities normally remain unaffected by a chemical spill.

“Gas masks” used by some courses do not provide protection against all hazards. Unless the filter installed in the mask is designed for the specific hazard, these masks should not be used.

**Command**

President or Vice President: Seek information from local authorities regarding the scope of the problem and immediacy. If the spill poses a hazard to the campus and there is insufficient time to evacuate, personnel should be directed to shelter in place. Maintain communications with local authorities and determine when sheltering in place is no longer required. If the spill poses a hazard to the campus and there is sufficient time to evacuate, personnel should be directed to leave the campus and the campus should be closed.
### Chemical Spill (On campus)

<table>
<thead>
<tr>
<th>Likelihood: Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk: Medium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>Notification, most likely by telephone call to Security.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Action</td>
<td>Evacuate affected areas.</td>
</tr>
</tbody>
</table>

#### Actions

Evacuate the affected areas.

Call 911 (if appropriate).

Call Security (221-6350 or 604-4597)

Notify your department head and administration.

#### Discussion

EITC maintains small quantities of hazardous chemicals for use in chemistry laboratories. A spill of some of these chemicals could create a local hazard. Laboratories where these chemicals are stored and used have emergency exits, special safety equipment and other design features to minimize hazards.

#### Command

The person observing the spill and identifying the hazard should evacuate the affected area. Verify that all personnel have vacated the area, and determine whether surrounding areas need to be vacated. Call 911 and report the hazardous material spill. Call security.

Security: open gates to the campus. Notify maintenance and custodial groups of the problem.
Fire on Campus

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>Likelihood: Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification, most likely fire alarm</td>
<td>Risk: Medium</td>
</tr>
<tr>
<td>Personnel Action</td>
<td>Evacuate affected areas.</td>
</tr>
</tbody>
</table>

Actions

Pull a fire alarm box or call 911. Then call Security (221-6350 or 604-4597). Evacuate the affected building(s) to designated assembly areas. Move the assembly area if it is in the smoke from the building. Assigned personnel will clear the building.

Discussion

A fire on campus is one of the greatest hazards at EITC. The immediate concern is the evacuation of staff and students to ensure their protection.

Command

Assigned personnel will clear the building and report clearance to the incident commander.

Security: Open all campus gates. Assume duties as incident commander. Greet arriving first responders and direct them to the affected building. Report location and number of people with disabilities in areas of refuge.

Maintenance/Custodial/IT: Clear the affected buildings. Notify the incident commander that the building has been cleared and report conditions inside the building, especially the location and number of people with disabilities in areas of refuge.
### Fire off Campus

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>Likelihood: Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification, most likely by observation.</td>
<td>Risk: Medium</td>
</tr>
<tr>
<td>Personnel Action</td>
<td>No immediate action.</td>
</tr>
</tbody>
</table>

**Actions**

Observe smoke patterns and determine whether buildings need to be evacuated.

Consider activation of lawn sprinkler systems to minimize risk of fire spreading onto campus grounds.

**Discussion**

EITC is bounded on three sides by fire breaks – streets to much of the south, east and west and Meppen Canal to the north. However, flying sparks from buildings to the southwest and west could carry onto the campus and cause secondary fires.

**Command**

Alert maintenance personnel and direct them to move equipment away from areas downwind of the fire.

Evaluate whether smoke conditions require evacuation of any buildings on the campus.
Power Outage

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>It gets dark inside, really fast.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Action</td>
<td>Controlled evacuation.</td>
</tr>
</tbody>
</table>

### Actions

Wait for instructions from department managers. When directed, conduct an orderly evacuation of the affected areas.

### Discussion

A power outage causes an interruption of normal activities on the campus. A power outage could affect an individual building or the entire campus. Utility companies have monitoring and switching systems to quickly restore power but single point failures are possible which could undermine the redundancy of power systems.

### Command

If a power outage lasts longer than a few minutes, call the utility company and report the problem. If the outage is known to be a prolonged one, make a decision whether to cancel or relocate classes.
# Mass Casualties

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>Explosion or Shooter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish Readiness Level</td>
<td>Red</td>
</tr>
<tr>
<td>Personnel Action</td>
<td>Evacuate affected buildings</td>
</tr>
</tbody>
</table>

**Likelihood:** Unlikely  
**Risk:** Medium

**Actions**

- Call 911.  
- Call Security (221-6350 or 604-4597)

---

# Mass Casualties

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>Explosion or shooter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Action</td>
<td>Evacuate affected buildings.*</td>
</tr>
</tbody>
</table>

*For a shooter, evacuate only after shooter is neutralized. Until then, lock down.*

**Actions**

- Call 911.  
- Call Security (221-6350 or 604-4597)

**Discussion**

Mass casualties could occur if an explosion occurs or there is a shooter on campus. The major concern is to take action to prevent additional casualties.

**Command**

Evacuate affected areas. Notify all personnel and assemble people with first aid experience including instructors in health care education. Stay clear of buildings where there is a concern about structural integrity.

Set up a triage area in a protected area as close as possible to the casualty scene. Assemble first aid supplies from all buildings at the triage area.
Bomb Threat

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>Notification, most likely by phone call.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Action</td>
<td>Based on developed information.</td>
</tr>
</tbody>
</table>

**Likelihood: Possible**

**Risk: Medium**

**Actions**

The person receiving the call of a bomb threat should attempt to obtain as much information as possible from the caller including:

- Caller’s name.
- Type of bomb.
- When the bomb is set to detonate.
- Location of the bomb.
- Appearance of bomb.
- Why a bomb has been placed on campus.

Call 911.

Call Security (221-6350 or 604-4597)

**Discussion**

Do not make decisions regarding the credibility of a bomb threat. If a threat is made, take it seriously.

A bomb threat is normally received by phone. The person receiving the call should attempt to obtain as much information as possible. The questions in the “Actions” section may seem odd, but the psychology associated with a bomb threat caller takes different forms.

**Command**

Coordinate with response with emergency personnel. Consider evacuation of the campus or specific buildings if necessary to protect personnel.

Open all gates on the campus to permit easier egress from the campus and movement of first responders and bomb squads.
Intruder

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>Notification, most likely by campus personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Action</td>
<td><strong>Lockdown or evacuation.</strong></td>
</tr>
</tbody>
</table>

**Likelihood:** Possible  
**Risk:** Medium

**Actions**

Call 911 if there is a risk of violence. Lock down the area.

Law enforcement personnel will order lockdown to be maintained or personnel to be evacuated.

Call Security (221-6350 or 604-4597)

**Discussion**

This scenario is for an intruder which poses a threat to personnel, not to the mere presence of unknown personnel.

**Command**

Notify departments by telephone calls and direct either evacuation or lockdown depending on the building and instructions from law enforcement personnel.

Open gates on the campus to permit better traffic flow.
Weapon on Campus

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>Notification, most likely by campus personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Action</td>
<td>Lockdown or evacuation.</td>
</tr>
</tbody>
</table>

**Likelihood: Possible**

**Risk: Medium**

**Actions**

If there is a possibility of violence, lock down the area.

Call Security (221-6350 or 604-4597)

**Discussion**

Weapons are not currently allowed on campus. The possession of a weapon alone does not constitute an immediate threat but could develop into an intruder problem.

**Do not attempt to disarm an armed individual.**

**Command**

If there is a possibility of violence, lock down the area and call 911.
Abduction

<table>
<thead>
<tr>
<th>Symptoms / Notifications</th>
<th>Notification, most likely by campus personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Action</td>
<td><strong>Depends on the situation.</strong></td>
</tr>
</tbody>
</table>

**Likelihood:** Unlikely  
**Risk:** Medium

**Actions**

Call 911. Report all possible information including:

- Name of student
- Name of intruder (if known)
- Description of intruder
- Vehicle information (if known)

Call Security (221-6350 or 604-4597)

**Discussion**

A student abduction is a violent action. Do not take physical action to stop an abduction; it may aggravate the situation. Let trained law enforcement personnel handle the situation.

**Command**

Work with law enforcement to identify the individual and, if known, information on the person to be notified in case of emergency.

Evaluate the need for counseling of students and staff.
Background Data:

1. **Mission and Goals.** The incident/emergency/disaster mission and goals of Eastern Idaho Technical College are to:
   
   - Prepare for emergencies and disasters
   - Protect lives and property
   - Respond to emergencies promptly and properly
   - Mitigate the effects of a disaster
   - Aid in recovery from disasters
   - Return the educational process to normal as soon as possible

2. **Objectives.** The objectives of the Eastern Idaho Technical College emergency operations program are to protect the lives and well-being of its students, faculty and staff through the prompt and timely response of trained College personnel should an emergency affect the campus. To meet these objectives, Eastern Idaho Technical College maintains a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

   a. Eastern Idaho Technical College President, Vice Presidents, and designated staff shall be trained and expected to follow Incident Command System (ICS) protocol in any emergency response activity.
   
   b. Eastern Idaho Technical College will coordinate with responding agencies using ICS protocol.
   
   c. All faculty and staff will be briefed on this plan and its procedures. Faculty and staff will also receive the necessary training to assist them in their emergency responsibilities.
   
   d. This plan will be exercised annually to test specific procedures and to ensure faculty, staff and students are aware of these procedures.
   
   e. This plan covers the following actions as the initial response to emergencies:

   - Evacuation - all personnel leave the building
   - Drop, cover and hold – Faculty, staff and students drop low, take cover under furniture, cover eyes, and protect internal organs.
   - Hall Check – All students stay in their classroom; instructors perform a quick visual check of halls and common space looking for unknown or unauthorized persons.
   - Shelter-in-place – Faculty, staff and students are held in the building. Shelter in place might include the following additional actions:
     - All ventilation systems are shut off. Limited movement is allowed.
     - Reverse Evacuation - all personnel go to safe places in the building.
     - Lock down - All exterior doors and classroom doors are locked, blinds are drawn and faculty, staff and students stay quiet and remain in their classrooms.
Faculty, staff and students are trained on initial responses to casualties to include building evacuation, hall check, lock down procedures, and drop/cover/hold methods.

3. Situational Description:

   a. EITC in a typical school year has approximately 300-350 students enrolled full time and 500-550 students enrolled part time. There are approximately 120 full time faculty and staff, augmented by adjunct faculty. Normal class hours are from 8:00 AM until 5:00 PM but evening classes can extend campus activities until 10:00 PM. Saturday classes are not uncommon; Sunday activities are rare.

   b. There may be students, staff and visitors who have sight, hearing, mobility, or other impairments which could be of concern during an emergency. These individuals are not specifically identified in this plan. As an open campus with many part-time students, it would be impractical to attempt to maintain an accurate list.

   c. EITC consists of five main buildings located around a central open space and a small maintenance building, Building 4, located in the southwest corner of the campus. Building 1, the John O. Sessions Building, has a full basement used for storage, classrooms and other functions. Building 6 is a two story structure consisting of offices, classrooms, laboratories and a simulated medical ward. All of the other buildings are single story facilities. Entrance and egress to the campus is by access roads to Ashment Avenue on the west, 17th Street on the south and two entries on the east from Hitt Road. The buildings are ringed on the outside by parking lots connected by vehicle arterials. Current floor plans and site plans (which show utility shut-offs, ventilation systems, hazardous materials storage areas) for the College are maintained by the Maintenance Department. Copies of these floor plans are also available in the Security Office.

   d. Eastern Idaho Technical College could be affected by the hazards described in this manual. Eastern Idaho Technical College and Bonneville County Emergency Operations Plans address these hazards and describe the overall emergency response procedures for the College and the County.

   e. The quick-reference emergency checklist has been developed and copies are maintained in each classroom, office area, cafeteria, and other key areas. This checklist is in Section 2.

   f. Mutual aid agreements the College has made are listed separately.

4. Situational Assumptions:

   a. For planning purposes, Eastern Idaho Technical College makes a number of situational assumptions. These assumptions address the conditions that are
expected and mitigation and preparedness requirements that are in place within campus facilities.

b. Eastern Idaho Technical College is and will continue to be exposed and subject to the hazards noted as well as lesser hazards. Other hazards may develop in the future.

c. It is possible for a major disaster to occur at any time and in any place. In many cases, warning and increased readiness may be possible. However, some emergency situations occur with little or no warning.

d. A single site emergency, (i.e. fire, intruder, gas leak etc.) could occur at any time without warning and faculty and staff cannot and should not wait for direction from local response agencies. College faculty and staff shall act immediately to assure student safety, save lives and protect college property.

e. Outside assistance will be available in most emergency situations. It will take time for first responders to arrive. It is essential that the College be prepared to carry out the initial emergency response activities on an independent basis.

f. Following a major or catastrophic event, the College may have to rely on its own resources to be self-sustaining for up to 72 hours. This includes medical support for individuals who may require it. The College does not have reserves of water, fuel or food. Because there is no on-campus housing it is expected that these reserves will not be needed.

g. and/or students. Rapid and appropriate responses will be taken to assist the injured.

h. Security personnel are trained and prepared to act as the initial Incident Commander (IC) for any emergency situation on campus.

i. Proper mitigation actions, such as creating a positive environment, drills and fire inspections can prevent or reduce disaster related losses.

j. Proper preparedness actions, such as detailed emergency and crisis management planning, faculty and staff training and scheduling and conducting periodic drills and exercises will improve the College’s readiness and ability to address any emergency situation.

5. Limitations: No guarantee of a perfect response system is implied by this Plan. The potential exists that personnel and resources may be overwhelmed by the magnitude of an emergency situation. Eastern Idaho Technical College can only endeavor to make every reasonable effort to respond with the resources and information available at the time of the occurrence.
6. **Readiness Levels.** Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. Many institutions follow a color-coded threat level matrix. Readiness actions are taken based on the threat level color. By changing the threat level color. EITC does not do this. Instead, EITC uses three unofficial readiness levels:

a. **No known threats exist** (corresponds to Green in a color system).
   - Discuss updates to school and local Emergency Operations Plans with emergency responders.
   - Review duties and responsibilities of emergency response team members.
   - Provide CPR and first aid training for faculty and staff.
   - Inventory, test, and repair communication equipment.
   - Conduct training and drills.
   - Inventory and restock emergency supplies

b. **There is credible evidence which suggests a threat to the campus** (corresponds to Yellow in a color system).
   - Inspect buildings and grounds for suspicious activities.
   - Assess increased risk with public safety officials.
   - Review crisis response plans with faculty and staff.
   - Test alternative communications capabilities.

c. **A known specific threat exists or is in progress** (corresponds to Red in a color system). Response depends on the specific threat but could include:
   - Follow local and/or federal government instructions (listen to radio/TV). Update media on preparedness efforts.
   - Restrict College access to essential personnel.
   - Cancel off-campus activities.
   - Provide mental health services to anxious faculty, staff and students.
   - Address faculty, staff and student fears concerning possible emergency.
   - Assign staff to monitor entrances at all times.
   - Place College emergency response members on standby alert status.

d. **Changes in readiness levels will normally be publicized by determining the specific actions to be taken for the threat and conveying them to the campus as a whole or to specific individuals tasked with actions under this plan.**

7. **Plan Development and Maintenance.**
a. The Safety & Emergency Response Committee, under the direction of the Campus Safety & Emergency Manager, is responsible for the overall development and completion of this plan, including annexes.

b. The President’s Advisory Council is responsible for approving and promulgating this plan. The President’s Advisory Council shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the Emergency Operations Center.

c. The Emergency Operations Plan includes a distribution list (Section 13) that indicates who receives copies of the basic plan and the various annexes to it. Entities who receive annexes to the basic plan shall also receive a copy of this plan.

d. The Emergency Operations Plan and its annexes shall be reviewed annually by the Campus Safety & Emergency Manager. The Safety & Emergency Response Committee will establish a schedule for annual review of planning documents by those tasked in them. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or College structure occur.

e. The Emergency Operations Plan and its annexes must be revised or updated through a formal review or change at least every year. Responsibility for revising or updating the Emergency Operations Plan is assigned to the Safety & Emergency Response Committee. the President’s Advisory Council or Campus Safety & Emergency Manager shall ensure distribution of all revised or updated planning documents to all departments.

8. Health and Medical

a. The Health Care Education Manager is responsible for coordinating health and medical operations for the College. The alternate person with this responsibility is the senior instructor for the registered nursing program.

b. Counseling during and immediately after emergencies can become a major concern. Death or serious injury to co-workers and students can have a profound influence. Personnel should be alert for these issues. EITC has no professional staff for grief counseling and no mutual aid agreements for this type of support. Counselors from EITC’s Center for New Directions (CND) can provide some assistance.

c. First aid kit locations and locations of Automatic Emergency Defibrillators (AEDs) are shown on wall charts in each building. Maintenance department is responsible for maintenance of this equipment.

d. A pandemic or epidemic of contagious disease would trigger closing the College if absentee levels within faculty and staff reach 25%.

9. Security

10-19
a. The Vice President of Finance and Administration is the person responsible for coordinating security services and response for the College.

b. Security Services are primarily responsible for traffic control on campus property. Except as noted in specific emergency procedures, security will unlock and open any traffic control gates when an emergency is declared. They will coordinate with local law enforcement, when appropriate. Maintenance personnel are designated as support personnel for traffic control in the event Security Services is not available for any reason.

c. Security Services are primarily responsible for protection of campus property. They will coordinate with local law enforcement, when appropriate. Maintenance personnel are designated as support personnel in the event Security Services is not available for any reason. If needed, personnel will be posted at designated areas to provide monitoring. Since campus personnel are not sworn officers, it is not expected that they will put themselves in a position of physical harm. If armed officers are necessary for any reason, Security Services or the Command Post will coordinate with local law enforcement or federal response personnel (e.g. National Guard).

d. The College does not anticipate the need for crowd control. However, Security is designated to manage crowds and large gatherings on campus property. Security shall contact local law enforcement or federal response personnel (or campus Command Post, if activated) for additional support.

e. The individual making the initial contact with 911 services shall pass on any known conditions at the time of contact (e.g. fire, chemical hazards). Any new or changed situations impacting responders shall be compiled by the Incident Commander, either Security or Command Post (if activated), and forwarded to the appropriate responders.

10. Fire Suppression

a. Responsibility for college incidents including fire and rescue falls under the President, or his designated representative. The Person in Charge (PIC) starts with the President and works through the Vice Presidents. The Vice President of Finance and Administration, through the maintenance department which reports to him, is responsible for upkeep and maintenance of firefighting and fire suppression systems.

b. Wet type sprinkler systems are installed in buildings as described below:

- Building 1: Water sprinkler system in the basement floor only. Controls for this system are in basement room 1.
- Building 2: Water sprinkler systems throughout the entire ground floor of the building, in the extensive tunnel system which runs under the northern half of the building; in the maintenance supervisor room above the ground floor, with access from the maintenance room and
the “tower”. Sprinkler controls are in the southwest corner of room 215.

- Building 3: Water sprinkler systems throughout the ground floor of the building and in the underground utility room. Controls are in room 360.
- Building 4: There are no sprinkler systems in this building.
- Building 5: Water sprinkler systems throughout the ground floor of the building and in the aboveground utility attics. Controls are in room 589, the mechanical equipment room.
- Building 6: Water sprinkler systems throughout the both floors of the building. Controls are in room 6135, the maintenance and receiving area.

c. Sprinkler system water isolation valves are locked in the open position with a padlock. **Do not isolate water to a sprinkler system without express orders from the College President or the person in charge on campus.**

d. Hand-held ABC fire extinguishers are located throughout all buildings on the campus. Maps at major entrances show locations. These extinguishers are checked by maintenance department at the periodicity required by the Idaho State Division of Building Safety (currently monthly) and any that need recharged or are otherwise inoperable are replaced. All fire extinguishers are inspected yearly by an independent contractor and hydro tested as necessary, any that need recharged or replaced are also done at that time.

e. Someone who has not been trained on the use of a fire extinguisher generally should evacuate if there is a fire, because an untrained person might waste time and effort trying to incorrectly fight a fire (e.g. spraying the extinguisher at the top of the flames) and could deplete firefighting assets.

11. **Automated external defibrillators (AEDs)** are located in each main building (there is no AED in building 4). AEDs are marked on the floor plan at each major entrance by a lightning bolt. AED boxes are alarmed and, when opened, will instruct the responder to initiate a 911 emergency call. Although AED boxes contain some first aid supplies, these supplies should not be used for routine minor cuts and scrapes. Custodians have access to first aid kits and cleanup materials for body fluids.

12. **Search and Rescue.** EITC does not have a formally established search and rescue team. Any search and rescue operations would need to be coordinated through and conducted by first responders.

13. **Bomb Search Procedures.** EITC does not have a formally established bomb search team. Any bomb search operations would need to be coordinated through and conducted by first responders.
Section 11 – Facility Information

Building 1, the John O. Sessions Building, is the oldest building on campus. It consists of classrooms across the north end of the building and shops across the south end. The south end includes a fenced area used for storage of welding materials and for staging of vehicles to be repaired. There is no interior roof access. Electrical shutoff is in the basement at the main power panel in room 16. Water shutoff is inside the welding shop on the east wall. There are two gas shutoffs in the fenced area behind the building proper.

There are sprinklers in the basement but not on ground level.

Expected hazards include fuels inside vehicles in the auto and diesel shop and welding gases including acetylene and oxygen in the weld shop.
Building 2, the William O. Robertson Building, is a mixed use building. IT offices are in the north section of the building. The section east of the “tower” roundabout in the north end of the building is for nursing training. The area just north of the main entrance, in the center of the building, is for Business, Office and Technology Division and consists of classrooms and instructor offices. The 225 complex is for radiological and other work force training. Rooms 205 and 215 are shop areas. Room 216 is the data center for the college and is protected by a separate fire suppression system.

There is a tunnel system in this building for maintenance on HVAC and plumbing equipment which runs from the mechanical equipment room west to a floor hatch in room 225 and north to the custodial closet south of room 280. Fire suppression is provided by a sprinkler system which serves the tunnels, main floor and elevated areas.

Roof access is provided by a single hatch through the mezzanine above room 225A. Access is via steps at room 225E and then into a storeroom on the north side.

This building has a single main electrical panel in room 229. Gas shutoff is on the west side of the building at the rollup door for room 225.

Some vehicle fuels may be present in room 205.
Fire Extinguisher Locations
Building 3

Building 3 is the John E. Christofferson Building. The Adult Learning Center and associated classrooms are at the north end. The center of the building is mostly offices and campus administration. The campus bookstore, testing center and cafeteria are at the south end.

The entire building consists of one floor with utilities running through the overhead above a false ceiling. There is a small basement for HVAC components which is reached by a stairwell in room 360. Sprinkler systems are provided throughout the building including the basement. Roof access is provided by a single hatch in room 360 near the sprinkler isolation system.

This building has a single main electrical panel in room 360A. Gas shutoff is on the east side of the building.

Room 357 is a cafeteria kitchen which includes a deep fat fryer. A standard fume collection hood with mandated protective features is installed.
Building 4

Building 4 is the maintenance building in the southwest corner of the campus. Unlike other buildings it is normally locked during business hours, it has no emergency 911 phone, and has no AED. There are six handheld fire extinguishers in the building, mostly near entry and egress points.

Roof access is via a ladder from the outside of the building. Power and gas shutoff are outside on the southwest corner of the building. Water shutoff is inside in the northeast corner of the building.
Building 5

Building 5, the Alexander Creek Building, contains mostly classrooms and offices. Room 592 is a chemistry laboratory and small amounts of in-use chemicals may be found here. Room 594 is a chemical storage and preparation room; there are storage cabinets in this room for bulk storage of flammables, acids and other corrosive materials. The college library is also located in this building. This building has a system of attic walkways, access to which is gained from a stairwell in room 589. HVAC equipment of various types can be found in this area. There are four roof accesses to this building: two from the attic walkways, one in room 555, and one in room 517.
Building 6

Building 6 is the Health Care Education Building and the only two story building at EITC. Peripheral spaces are classrooms and offices. The second floor central area is a mockup in-patient care ward which could be used as a triage location in area emergency scenarios. The college has no agreements with other facilities for this use.

Full sprinkler coverage is available on both floors. Roof access is through a regular doorway at the top of the stairs at the southwest corner. Gas and water shutoff are outside the receiving door on the west side. Power to the building is provided through a switchboard in room 6137.

There is a greenhouse north of building 5; utility shutoffs are on the east end of the building.

A list of those departments or businesses which provide public works (electricity, natural gas, water, sewer, sanitation, and telephone services) and their contact numbers is included in Section 9, Communications.
Section 12 – Threat Analysis

This section shows how the risk assessment for each potential casualty was done. Listed within this section are threat assessments from various potential hazards. Each potential hazard is assigned a hazard rating based on the criteria shown below:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Explanation</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>The likelihood of the event occurring</td>
<td>4 Very Likely</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Likely</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Unlikely</td>
</tr>
<tr>
<td>Magnitude or Impact on College</td>
<td>Some events will have a major impact on the college, but not necessarily on the surrounding community.</td>
<td>4 Catastrophic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Critical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Limited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Negligible</td>
</tr>
<tr>
<td>Warning Time</td>
<td>The advance notice usually available before an event. For example, winter storms usually have warnings issued by NOAA; earthquakes currently cannot be predicted.</td>
<td>4 Minimal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 6-12 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 12-24 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 24 + hours</td>
</tr>
<tr>
<td>Severity to Community</td>
<td>Events which have a major impact on the community but not necessarily on the college. An event which severely affects both would represent a higher hazard.</td>
<td>4 Catastrophic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Critical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Limited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Negligible</td>
</tr>
<tr>
<td>Risk Priority</td>
<td>The sum of points assigned to the possible event.</td>
<td>High (14-16)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium (8-13)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low (&lt;8)</td>
</tr>
</tbody>
</table>

All Hazards with a Risk Priority Rating greater than eight (8) are included in the Eastern Idaho Technical College Emergency Operations Plan and are the basis for Incident Commander actions in section 10.

It should be noted that no effort has been made to combine possible events. For example, an earthquake could result in broken gas lines which could produce fires, could result in injuries and deaths on campus and could result in chemical spills. The combination of possible effects is too unpredictable to permit detailed planning.
## Hazard Audit

<table>
<thead>
<tr>
<th>Hazard Type</th>
<th>Frequency</th>
<th>Magnitude or Impact on College</th>
<th>Warning Time</th>
<th>Severity to Community</th>
<th>Score</th>
<th>Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flash Flooding</td>
<td>1 Unlikely</td>
<td>4 Catastrophic</td>
<td>3 6-12 hours</td>
<td>4 Catastrophic</td>
<td>12</td>
<td>Medium</td>
</tr>
<tr>
<td>Earthquake</td>
<td>2 Possible</td>
<td>4 Catastrophic</td>
<td>4 Minimal</td>
<td>4 Catastrophic</td>
<td>14</td>
<td>High</td>
</tr>
<tr>
<td>Tornado</td>
<td>2 Possible</td>
<td>4 Catastrophic</td>
<td>4 Minimal</td>
<td>3 Critical</td>
<td>13</td>
<td>Medium</td>
</tr>
<tr>
<td>Severe Weather</td>
<td>2 Limited</td>
<td>4 Minimal</td>
<td>1 24 + hours</td>
<td>3 Critical</td>
<td>10</td>
<td>Medium</td>
</tr>
<tr>
<td>Chemical / Hazmat from Off Campus (INL, I-15)</td>
<td>2 Possible</td>
<td>2 Limited</td>
<td>4 Minimal</td>
<td>3 Critical</td>
<td>9</td>
<td>Medium</td>
</tr>
<tr>
<td>Chemical / Hazmat Spill on Campus</td>
<td>2 Possible</td>
<td>2 Limited</td>
<td>4 Minimal</td>
<td>3 Critical</td>
<td>11</td>
<td>Medium</td>
</tr>
<tr>
<td>Fire on Campus</td>
<td>2 Possible</td>
<td>3 Critical</td>
<td>4 Minimal</td>
<td>3 Critical</td>
<td>12</td>
<td>Medium</td>
</tr>
<tr>
<td>Fire off Campus (nearby structure)</td>
<td>2 Possible</td>
<td>2 Limited</td>
<td>4 Minimal</td>
<td>3 Limited</td>
<td>11</td>
<td>Medium</td>
</tr>
<tr>
<td>Power Outage</td>
<td>2 Possible</td>
<td>2 Limited</td>
<td>4 Minimal</td>
<td>2 Limited</td>
<td>10</td>
<td>Medium</td>
</tr>
<tr>
<td>Medical Emergency (limited number of personnel on campus)</td>
<td>2 Possible</td>
<td>1 Negligible</td>
<td>4 Minimal</td>
<td>1 Negligible</td>
<td>8</td>
<td>Low</td>
</tr>
<tr>
<td>Mass Casualties</td>
<td>1 Unlikely</td>
<td>3 Critical</td>
<td>4 Minimal</td>
<td>3 Critical</td>
<td>11</td>
<td>Medium</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>2 Possible</td>
<td>4 Catastrophic</td>
<td>4 Minimal</td>
<td>2 Limited</td>
<td>12</td>
<td>Medium</td>
</tr>
<tr>
<td>Death on Campus (1)</td>
<td>1 Unlikely</td>
<td>2 Limited</td>
<td>4 Minimal</td>
<td>1 Negligible</td>
<td>8</td>
<td>Low</td>
</tr>
<tr>
<td>Explosion on Campus (e.g. gas leak)</td>
<td>1 Unlikely</td>
<td>3 Critical</td>
<td>4 Minimal</td>
<td>1 Negligible</td>
<td>9</td>
<td>Medium</td>
</tr>
<tr>
<td>Intruder</td>
<td>3 Likely</td>
<td>3 Critical</td>
<td>4 Minimal</td>
<td>1 Negligible</td>
<td>11</td>
<td>Medium</td>
</tr>
<tr>
<td>Student Abduction</td>
<td>1 Unlikely</td>
<td>3 Critical</td>
<td>4 Minimal</td>
<td>1 Negligible</td>
<td>9</td>
<td>Medium</td>
</tr>
<tr>
<td>Weapon on campus</td>
<td>2 Possible</td>
<td>2 Limited</td>
<td>4 Minimal</td>
<td>1 Negligible</td>
<td>9</td>
<td>Medium</td>
</tr>
<tr>
<td>Suspicious Package</td>
<td>2 Possible</td>
<td>2 Limited</td>
<td>4 Minimal</td>
<td>2 Limited</td>
<td>10</td>
<td>Medium</td>
</tr>
</tbody>
</table>
Section 13 – Continuity of Operations

1. Overview

From the hazard analysis in Annex A, the only hazards which could cause long term damage to campus facilities are:

- Earthquake
- Fire
- Tornado
- Flooding

A special hazard of concern is a pandemic, which would leave physical facilities intact but damage the college’s ability to staff those facilities.

Other hazards would pass without long term damage to the infrastructure of the campus.

2. General Precautions

A variety of low or no cost, common sense solutions will minimize the damage caused by an on-campus emergency. In most cases, following general safety rules can help minimize damage. Some methods to avoid damage include:

Storage Methods. Consider use of a fire resistant file cabinet for critical records, if the records must be kept in paper format. Keep critical paperwork more than 2 feet above the floor to prevent damage from flooding; put reference material and working papers in lower cabinets and drawers. Store critical paperwork in cabinets and drawers instead of on top of a desk where it is more likely to be damaged by water, wind or fire.

Backup of Paperwork. Unless proscribed by law, back up paper records with an electronic file or, if allowed, scan paperwork to an electronic file and recycle the paper copy. This reduces the amount of combustible material in an office space and provides the opportunity to back up the data at a remote location.

Electronic Storage and Electronic backup. Keep electronic data on a network server in a network folder rather than on a local hard drive or flash drive. Network files are backed up to local and off-site locations. Local files are subject to failure if the storage media (e.g. local hard disk drive) fails.

3. Impact Analysis

Each building at EITC houses departments and systems, and loss of the building’s use would have a negative impact on campus operations. Table 13-1 shows some of the effects.
# Table 13-1

<table>
<thead>
<tr>
<th>Bldg</th>
<th>Facilities and Functions</th>
<th>Impact of Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Security Office</td>
<td>Minimal. Security works exclusively from cellular phones and can relocate to wherever needed.</td>
</tr>
<tr>
<td></td>
<td>Mechanical Trades Department offices, classrooms and labs</td>
<td>Labs cannot be shifted elsewhere.</td>
</tr>
<tr>
<td></td>
<td>POTS lines and punch-down panel in basement.</td>
<td>If unusable, would shut down most phone lines on the campus. Some fax lines might continue to be usable. Historically hard wires like punch-down panels tend to recover well from water damage; only a fire would render these lines unserviceable on a long term basis.</td>
</tr>
<tr>
<td></td>
<td>Main data center in basement room 16.</td>
<td>Fire or flooding would render these systems unserviceable for an extended period.</td>
</tr>
<tr>
<td></td>
<td>Main records repository in room 128.</td>
<td>Most newer records have a digital backup stored separately. Older records have no backup and would be lost in a fire.</td>
</tr>
<tr>
<td>2</td>
<td>Data equipment in room 216.</td>
<td>Fire or flooding would render these systems unserviceable for an extended period.</td>
</tr>
<tr>
<td></td>
<td>Business and Office Technology offices, classrooms and labs.</td>
<td>Labs cannot be shifted elsewhere without purchase of new equipment and setup of systems.</td>
</tr>
<tr>
<td></td>
<td>CNA classroom and ward training</td>
<td>Some sharing of facilities would be needed in building 6 and/or the Rexburg facility.</td>
</tr>
<tr>
<td></td>
<td>Media Center</td>
<td>Media work would need to be outsourced for an extended period, disrupting the flow of educational materials and increasing cost.</td>
</tr>
<tr>
<td></td>
<td>Motor Pool.</td>
<td>Minimal impact. Minor cost increase if personal vehicles or rental vehicles were used for college transportation.</td>
</tr>
<tr>
<td></td>
<td>IT offices</td>
<td>Loss of equipment.</td>
</tr>
<tr>
<td>3</td>
<td>Cafeteria</td>
<td>The kitchen area is the only place where small amounts of food are stored on campus, reducing available provisions if personnel were trapped on campus during a disaster.</td>
</tr>
<tr>
<td></td>
<td>Admin offices</td>
<td>Loss of some records. Offices would need to be relocated.</td>
</tr>
<tr>
<td></td>
<td>Business (financial) offices</td>
<td>Loss of some records. Offices would need to be relocated.</td>
</tr>
<tr>
<td></td>
<td>ABE library, classrooms and office</td>
<td>Loss of some records. Offices would need to be relocated.</td>
</tr>
<tr>
<td></td>
<td>Student services offices</td>
<td>Loss of some records. Offices would need to be relocated.</td>
</tr>
<tr>
<td></td>
<td>Main switchboard for campus</td>
<td>Loss of desk phones throughout the campus.</td>
</tr>
<tr>
<td>Department</td>
<td>Impact Description</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Purchasing and receiving</td>
<td>Function would need relocation to another building.</td>
<td></td>
</tr>
<tr>
<td>Maintenance office</td>
<td>Loss of building records.</td>
<td></td>
</tr>
<tr>
<td>Maintenance equipment storage</td>
<td>Loss of maintenance equipment.</td>
<td></td>
</tr>
<tr>
<td>Main Library</td>
<td>Would need to be closed until suitable replacement area was found.</td>
<td></td>
</tr>
<tr>
<td>Computer labs</td>
<td>Loss of equipment. Classes would need to be relocated.</td>
<td></td>
</tr>
<tr>
<td>Chemistry labs</td>
<td>Loss of equipment. Classes would need to be relocated to the labs in building 6 or cancelled.</td>
<td></td>
</tr>
<tr>
<td>Center for New Directions</td>
<td>Loss of some records. Offices would need to be relocated.</td>
<td></td>
</tr>
<tr>
<td>HR and Payroll offices</td>
<td>Loss of some records. Offices would need to be relocated. Personnel records in particular are not digitized.</td>
<td></td>
</tr>
<tr>
<td>ISU faculty offices</td>
<td>Loss of some records. Offices would need to be relocated.</td>
<td></td>
</tr>
<tr>
<td>HCE faculty offices</td>
<td>Loss of some records. Offices would need to be relocated.</td>
<td></td>
</tr>
<tr>
<td>Dental clinic and facilities</td>
<td>Loss of some records. There are no other facilities on campus which can be quickly established for this function.</td>
<td></td>
</tr>
<tr>
<td>Biology and microbiology labs</td>
<td>Loss of equipment. Classes would need to be relocated to the labs in building 5 or cancelled.</td>
<td></td>
</tr>
<tr>
<td>HCE classrooms (ISU and EITC)</td>
<td>Loss of classroom function. Key feature which would be difficult to restore is distance learning.</td>
<td></td>
</tr>
</tbody>
</table>

4. **Continuity of Operations Planning.** Individual departments shall develop plans to cope with the loss of the main office areas and associated equipment.

5. **Continuity of School Administration.**

A. Essential records are maintained in the records room of the Sessions Building (building 1). There are too many records to consider evacuating them and no designated off-site storage location. Some digitized student records are maintained at a local bank in a safety deposit box. The Registrar is the designated custodian of these records.

B. The school's insurance policies are maintained by the state’s Division of Risk Management. Copies of these policies are generally not maintained on campus.

C. 

13-3
Section 14 – References and Distribution

References

A. Federal

1. Higher Education Opportunity Act

2. Americans with Disabilities Act

B. State

1. Idaho Statutes Title 46, Chapter 10

2. State of Idaho Governor’s Executive Order 2010-09

C. Other

1. FEMA Study Program: IS 361 – Managing Critical Incidents for Higher Education Institutions

2. FEMA Independent Study Program: IS 362.a - Multi-Hazard Emergency Planning for Schools


Distribution

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<tr>
<th>CAMPUS AND COMMUNITY AGENCIES</th>
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<td>Idaho Bureau of Homeland Security</td>
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<td>County Emergency Management Director</td>
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Unofficial copies of this plan may be provided to other organizations but will not be automatically updated.
Purpose

This procedure contains required security checks of campus interior and exterior doors and other security features, and provides guidance on response to firearms on campus.

General Requirements

1. Security personnel are required to comply with EITC campus policies with regard to computer usage and information security. Computers are to be used for their intended purpose and for nothing else.
2. Daily logs are required for all shifts including day shift. See the section titled Daily Logs for information required in the daily log. These are EITC requirements only; security supervisor will add requirements as needed.
3. If a security vehicle is provided it is to remain on campus unless specifically authorized by the President or a vice president.

Patrol Expectations

These are EITC minimum expectations other than day shift on work days. The security supervisor may add additional requirements.

1. Do at least four (4) rounds of the campus outside of buildings. Check that exterior doors are locked, exterior lights are lit, windows are intact and that there is no suspicious activity on campus. If there is suspicious activity, investigate and then if necessary call the police.
2. Inspect the inside of each building, other than the maintenance building, at least once during the shift. Randomly check one building twice during the shift. The security supervisor should decide how to determine which building to check a second time. Checks to be done include:
   a. Interior doors are locked if the room is not in use. This includes all classroom doors, office doors, the door between the mail room and student services in building 3, the door between the library and human resources, and the door between the in-patient ward and respiratory therapy. You must go into office complexes and check individual doors, not just check the door to the office suite.
   b. Lights are out if the area is not in use.
   c. Boiler rooms show no apparent problems.
   d. No unauthorized people are present in the building. If you find an unauthorized person then remain at a safe distance from the person, ask the person why he or she is in the building, and then ask the person to leave if there is no reason for the person to be present. If the person does not leave, call 911 and report the person as an intruder in the campus building.
3. Sufficient time has been provided in this schedule so that you can provide other, more personalized security services such as escorting someone to a parked car after dark.

Daily Logs
Daily logs are saved electronically. Maintenance, President and Vice President for Finance and Administration and his/her administrative assistant have access to these logs. While the security supervisor determines what additional information to include in the daily log, EITC requirements are as follows:

1. Results of building checks, both exterior and interior. Include any burned out exterior lights.
2. Calls for support.
3. Unusual circumstances occurring on campus.
4. Reference to any incident reports which have been written.
5. Any information which requires follow-up action beyond the next shift. Note: the security supervisor may also require entry of this information in a pass-down log.
6. Injuries (may also require an incident report)
7. Vehicle collisions
8. Vehicles bypassing or attempting to bypass a traffic gate.

Incident Reports

EITC has no all-encompassing rule when to write an incident report. The security supervisor sets additional rules, but EITC requires incident reports for any of the following:

1. A reported crime on campus.
2. Any situation where a security officer, either by physical action or by presence, is required to calm or defuse a situation on campus.
3. Any situation where a complete explanation of the event is too long for the daily log.
4. Any situation where a separate document might be needed for coordination with law enforcement or other agencies.
5. Any situation associated with a weapon on campus.

Building Exterior Checks

Outside doors are unlocked as needed to meet daily schedules. Normally buildings 1, 2, 3, 5 and 6 are all unlocked at the start of a workday. Security notifies maintenance, usually by phone call to the maintenance hot line, if a door will not unlock.

Outside doors are locked when classes are complete, by custodians on weeknights or security when custodians are not on campus. They are checked after the buildings are vacated for the evening, typically about 11:30 PM on business nights. They are also checked on the night shift, typically toward the start of the shift. Because the buildings are vacated earlier on nights when classes are not held, security has time to conduct additional checks on exterior doors, typically starting earlier in the evening. Security officers follow a random pattern when checking building exterior doors. If an exterior door is found unlocked the security officer:

- attempts to lock it by computer command (if part of the access control system), or
- attempts to lock it manually if possible, or
- notifies maintenance by telephone call if the door cannot be locked, and
logs the discrepancy.

Exterior lights are checked by security nightly, first when it is totally dark, then on every outside round. Lights which are out are logged in the daily log.

**Building Entry After Hours**

1. Full time faculty and staff with badges. It is expected that full time faculty and staff members will use their issued cards and keys to gain access to buildings. Entry to a locked building using a security badge is automatically recorded by the access control system.

2. Full time faculty and staff who forget their badges. You can admit full time faculty and staff who have forgotten their badges if you verify their identity with a picture ID and have some indication that they are full time employees (a people finder map, knowledge of the person, etc.). If you do not know the person, deny entry. If the individual persists, call the vice president for whom the individual works. The vice president can authorize entry. If the vice president is unavailable and the individual persists, politely leave the area. If the individual continues to persist, call the police and have the individual escorted from the campus.

3. An adjunct instructor, or an instructor from a different college, wishing access to a locked facility to teach a scheduled class may be admitted ½ before the class start time. Other entry by an adjunct instructor, or an instructor from a different college, to a locked building requires approval from a vice president. No approval, no entry.

4. Other personnel will be admitted only for events which are on listed on the room schedule. The room schedule is typically published weekly by the president’s administrative assistant. Other entry by someone to a locked building requires approval from a vice president. No approval, no entry.

**Building Interior Checks**

Interior doors are checked by security once on the night shift, between midnight and 6:00 AM. This includes classrooms, offices, laboratories, testing centers, the bookstore, etc. If a room is found to be unlocked while custodians are present, security locks the door and notifies custodial staff. If a room is found to be unlocked when custodians are not present, security locks the door and records this action in the daily log. Security also places a note on the door for the occupant.

AED operating lights and container integrity are checked once daily.

Classroom and office lights which are left on will be turned off. Doors which are unlocked will be locked and a note made in the daily log.

**Transients on Campus**

EITC is an open campus and access to the grounds and facilities cannot be denied to transient personnel, unless the situation is a hazard to others or unless the transient is damaging campus property. If either of those cases, call the police. Otherwise, leave transients alone.
Security Procedures for Exterior and Interior (Room and Hall) Doors

Unlocking Exterior Doors:

On work days, exterior doors on a building are unlocked ½ hour before the first scheduled event in the building or at 7:00 AM, whichever is earlier. On non-work days, buildings are unlocked ½ hour before the scheduled event in the building. If the event does not start within 15 minutes of schedule (no one present for the event), lock the building and make a notation in the daily log. If an individual requests access to a building on a non-work day for an activity which is not scheduled, deny entry and contact the appropriate vice president. If the event seems instructional in nature, call the vice president for instruction and student affairs. Otherwise call the vice president for finance and administration.

Exterior doors will be unlocked by computer control. There is a separate instruction sheet provided to security which describes how this is done. After these commands are sent by computer, security should verify that these doors are unlocked. All other exterior doors should remain locked at all times.

When you check outside doors, also check that the ADA access doors and buttons are working properly. Report any problems to maintenance.

Locking Exterior Doors:

On work days when custodians are working late, exterior doors on a building are locked when custodians report the building is clear, typically between 11:00 PM and midnight. On non-work days, and on days when custodians are not working late, buildings are locked immediately after the last scheduled event in the building or when custodians report the building is clear. This might require unlocking and locking a building several times if there are events scattered throughout the day.

Exterior doors will be locked by computer control. There is a separate instruction sheet provided to security which describes how this is done. After these commands are sent by computer, security should verify that these doors are locked.

Room Doors:

Room doors fall into two categories: classrooms and other rooms.

Classroom doors fall into three groups.

- Regular classrooms (white group) have no special security issues. If a class is scheduled in the room, unlock the classroom before 8:00 (or before first use, whichever is earlier). Lock the classroom after last use.
- Controlled classrooms (yellow group, marked by an asterisk * on the attached drawing) have especially pilferable materials such as electronics. Open controlled classrooms 30-90
minutes before a class is scheduled to start and lock the classroom after the class is complete.

- Laboratories (red group, marked by a pound sign # on the attached drawing) may have chemicals or other materials which by state safety regulations must be kept locked when unoccupied. Open these classrooms only when an instructor is present and lock the laboratory or classroom when it is no longer needed.

Other rooms have restricted entry conditions due to the presence of special equipment, controlled records or other sensitive information. This includes offices, office suites, cafeteria, IT equipment rooms, library, divisional conference rooms, maintenance and custodial areas, and instructional shops. These areas are normally opened by an individual assigned to the area. Open these rooms only when someone who is authorized access to the area requests access. In most cases, such an individual will be issued a key for access. The president and vice presidents are authorized access to all rooms on the campus. If in doubt about others, call the vice president for finance and administration. Verify that all of these rooms are locked after working hours.

Hallway doors in building 3 are closed and locked when there is an after-hours activity in the cafeteria or in the Adult Learning Center. Otherwise these doors may be left open.

Support from Maintenance and Custodial Groups:

The following instructions have been provided to maintenance and security personnel:

Opening and locking doors is a security function. However, as a courtesy to an instructor, and if work assignments permit, you have authority to unlock a classroom or office door for instructors or office occupants. If you are in doubt, leave the matter for security.

If you find an office door unlocked outside of normal working hours and the office is unoccupied, lock it. If you find a laboratory unlocked and unoccupied, lock it. Other classroom doors should be locked as you finish preparing them for the next day. As you leave your assigned building at the end of shift, please verify outside doors are locked and notify security of anyone remaining in the building.

Handling Reports of Injuries and Crimes

During working hours an employee should file an injury report with Human Resources. If a student or EITC employee reports an injury, have the individual fill out an injury report form (available on FASTINFO). Obtain as much information from the individual as possible. Deliver employee injury reports to Human Resources and student injury reports to Student Services.

Reports of Crimes on Campus.

Call 911 if a crime is in progress or has just happened, if the person reporting the crime has not done so. The first concern is for the safety of individuals on campus. If a violent crime has occurred try to find a safe, sheltered place for the victim(s). Encourage witnesses to remain at the scene. For non-violent crimes follow the instructions of the security supervisor. All crimes on
campus should be documented with an incident report. For violent crimes, call the college president and vice presidents as soon as conditions permit to report the event.

**Reports of Weapons on Campus**

You should refer to and know the EITC policy, Policy 417, regarding weapons on campus and have a copy of this policy in the security office. It is also available on FASTINFO.

Concealed firearms may be carried on campus if the individual has an enhanced concealed carry permit. Other kinds of weapons, concealed or otherwise, are not allowed.

The only way for anyone to know that an individual is carrying a concealed weapon is if the individual says that he or she is carrying one. A concealed weapon is carried in a manner that is not discernable by ordinary observation or is otherwise not readily apparent. If someone sees a “concealed” weapon, it’s not concealed.

A bulge in clothing does not indicate a concealed weapon. A bulge in the shape of a firearm does indicate a concealed weapon.

If someone says that he or she is carrying a concealed weapon, assume that the individual has a permit to carry the weapon. If a faculty member asks you to determine whether an individual is carrying a concealed weapon, you may ask the individual. However, an individual is not required to disclose that he or she is carrying a weapon and is not required to show you the concealed carry permit. Only a law enforcement officer may ask for and require this information.

If an individual is openly displaying a weapon, you should explain the campus policy and ask the individual to leave the campus. If the individual declines to do so, call the police (529-1200) and have the individual removed and cited for trespassing.

Sometimes an individual inadvertently exposes a concealed weapon such as when an unbuttoned coat shifts or a purse or backpack settles and allows the firearm to be seen. If you are notified of this happening, ask the individual to cover the weapon. If the individual declines, treat this as an openly displayed weapon. If the individual complies, or if the weapon has already been covered when you arrive, fill out an incident report and include the individual’s name. Repeated display of a weapon, even if seemingly inadvertent, is a violation of campus policy and could result in administrative or disciplinary action.

An individual carrying a weapon in his or her hand is a direct threat.

1. Call 911 and report the incident.
2. Assume duties as incident commander.
3. Lock down the campus.
4. Notify the president and the vice presidents of the problem.
SUBJECT
Idaho Division of Professional-Technical Education (PTE)

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION
This agenda item fulfills the Board’s requirement for PTE to provide a progress report on the agency’s strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board’s Executive Director.

Dwight Johnson, Administrator of the Division of Professional-Technical Education, will provide an overview of PTE’s progress in carrying out the agency’s strategic plan.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
SUBJECT
   Board Bylaws – second reading

REFERENCE
   February 2014  The Board considered, but did not approve amendments to the Board Bylaws.
   June 2014  Board approved the first reading of amendments to Board Policy – Bylaws.

APPLICABLE STATUTE, RULE, OR POLICY
   Idaho State Board of Education Governing Policies and Procedures - Bylaws

BACKGROUND/DISCUSSION
   At the February Board meeting staff presented proposed amendments to the Board’s Bylaws that would address how to handle Board actions at meetings that were not in existing Board policy as well as amendments forwarded by the Audit Committee regarding the Audit Committee section of the Bylaws. During the February Board meeting the first reading was not approved and staff were asked to bring back for consideration a new proposal at the June Board meeting. At the June Board meeting, the Board approved the first reading of amendments proposed by the Audit Committee, and additional amendments proposed by Board staff that would clean up existing language in the bylaws, remove the Executive Committee, and remove sections that are duplicated in Idaho code.

IMPACT
   Currently, there is only one independent non-Board member on the Audit Committee, which is counter to Board Bylaws and the Committee Charter. Due to the small number on the Committee, staggering the terms of the Committee members has also not been followed. Additional amendments would put into policy the current practice of incorporating on-going requirements from the Board into Board policy. This will allow for greater long-term continuity in the process.

ATTACHMENTS
   Attachment 1 – Bylaws – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS
   During the June Board additional edits were requested that would ensure it was clear that the Board hired and fired the independent auditors and that the Board President had the authority to set the Board meeting locations.

   Staff recommends approval.

BOARD ACTION
   I move to approve the second reading of Board policy - Bylaws as submitted.

   Moved by __________ Seconded by __________ Carried Yes _____ No ______
A. Membership

The membership of the State Board of Education and Board of Regents of the University of Idaho is determined in accordance with the Constitution of the State of Idaho and by legislative enactment.

BA. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board is under the direction of an executive director responsible directly to the Board.

C. Powers and Duties

The State Board of Education and Board of Regents of the University of Idaho have all the powers and duties specified in the Constitution of the State of Idaho and the Idaho Code.

DB. Meetings

1. The Board holds at least four (4) regular meetings annually. A quorum of the Board consists of a simple majority of the total membership of the Board. A quorum of the Board must be present for the Board to conduct any business.

21. The Board will maintain a 12-month running rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month running-rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

32. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

43. All meetings of the Board are held at such place or places as may be determined by the Board and/or Executive Director.

4. Decisions made during meetings that impact ongoing future behavior shall be incorporated into Board policy. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy.
5. All meetings of the Board are conducted and notice thereof provided in accordance with the Idaho "Open Meeting Law." An executive session (a closed meeting) of the Board may be held upon a two thirds vote of a quorum of the Board for the purpose of considering (a) appointment of an employee or agent, (b) employee evaluation or termination or hearing of complaints and disciplinary action, (c) labor negotiations or acquisition of private real property, (d) records that are exempt from public inspection, (e) preliminary negotiations on matters of trade or commerce, or (f) matters of pending or probable litigation as advised by its legal representatives.

EC. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of Robert's Rules of Order Newly Revised except that a Board action that conflicts with a previous action takes precedence.

2. A quorum of the Board consists of five (5) Board members.

23. With the exception of usual, short, parliamentary procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

34. A record roll-call vote of the Board is taken in rotational order on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

FD. Officers and Representatives

1. The officers of the Board include:
   a. A president, a Vice President, and a Secretary, who are members of the Board.
   b. An Executive Secretary, who is the State Superintendent of Public Instruction.

2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.
Duties of Board Officers

1. Board President
   a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
   c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
   d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, agency and institution heads, and the executive director.
   e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
   f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
   g. Establishes screening and selection committees for all appointments of agency and institutional heads.
   h. Appoints Board members to all standing and interim committees of the Board.
   i. Establishes the Board agenda in consultation with the executive director.
   j. Serves as chief spokesperson for the Board and, with the executive director, carries out its policies between meetings.

2. Vice President
   a. Presides at meetings in the event of absence of the Board president.
   b. Performs the Board president’s duties in the event of the Board president’s inability to do so.
   c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary
   a. Presides at meetings in the event of absence of the Board president and vice president.
   b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary

   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:
a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and the Idaho Code or established by the Board for all elementary and secondary school matters.

b. Presenting to the Board recommendations concerning elementary and secondary school matters and the matters of the State Department of Education.

5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of the statutory Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

**HF. Committees of the Board**

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho the College of Western Idaho, and North Idaho College are included in references to the “institutions;” and Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, and the State Department of Education, are included in references to the “agencies.”* An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a standing

* Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.
advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board’s Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form a working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

i. long range planning and coordination;
ii. initial discussions and direction on strategic policy initiatives and goals;
iii. legislative proposals and administrative rules for Board agencies and institutions;
iv. coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
v. review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board’s strategic direction;
vi. reports and recommendations from the Presidents’ Council and the Agency Heads’ Council;
vii. other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.
The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Policy and Government Affairs Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board’s Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board’s Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

i. agency and institutional instruction, research and student affairs agenda items;
ii. instruction, academic or professional-technical program approval;
iii. instruction, academic or professional-technical program review, consolidation, modification, and discontinuance, and course offerings;
iv. outreach, technology and distant learning impacting programs and their delivery;
v. long-range instruction, academic and professional-technical planning;
vi. registration of out-of-state institutions offering programs or courses in Idaho;
vii. continuing education, professional development, workforce training,
programs for at-risk populations, career guidance;

viii. student organizations' activities and issues; and

ix. other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board’s Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board’s Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

i. agency and institutional financial agenda items;

ii. coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;

iii. long-range fiscal planning;

iv. fiscal analysis of the following:

1) new and expanded financial programs;
2) establishment, discontinuance or change in designation of administrative units;
3) consolidation, relocation, or discontinuance of programs;
4) new facilities and any major modifications to facilities which would result in changes in programs or program capacity;
4)5) Student fees and tuition; and
5)6) other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

a. Purpose

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of six five or more members. Three members of the Committee shall be current Board members and three at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of
the Committee shall have current accounting or related financial management expertise in the following areas:

i. an understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;

ii. the ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;

iii. experience in preparing or auditing financial statements and;

iv. an understanding of internal controls.

Appointments shall be for a three-year term. Terms will be staggered such that two members exit and two new members are added each year. Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee’s duty to plan or conduct audits or to determine that the institution’s financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institution’s and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

i. Approve the appointment, establish the compensation, recommend the appointment and compensation to the Board for Board action, and evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor’s “engagement letter” shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board’s legal counsel and other consultants necessary to carry out its duties.

ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;

iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor’s “management letter” shall include management responses and be addressed to the Audit Committee and President of the institution.

iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.

v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its
governance including establishment of confidential complaint mechanisms.

vi. Monitor the integrity of each organization’s financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;

vii. Monitor the independence and performance of each organization’s independent auditors and internal auditing departments;

viii. Provide general guidance for developing risk assessment models for all institutions.

ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.

x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Executive Committee

a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office when it is impracticable for the full Board to meet and act, to consider matters concerning the Board that may arise from time to time, and to provide appropriate direction to the executive director on any of such matters.

b. Composition

The Executive Committee is composed of the current Board President, Vice President, and Secretary, and the immediate past Board President. The Board’s Executive Director also shall serve on the Executive Committee. The current Board President serves as chairperson of the committee. In the event the past Board President is unable to serve on the Executive Committee, then the Board President may appoint another member of the Board to serve in the place of such former officer.

c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive
Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board President, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee’s activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee’s discussions and activities.

IG. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit Committee.

2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall lead and facilitate discussion and presentations with regard to agenda items in the area of the committee’s responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to lead and facilitate discussions and presentations in a particular area.

JH. Presidents’ Council

1. Purpose

The Presidents’ Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for Board consideration. The Presidents’ Council may also choose or be directed by the Board to meet with the Agency Heads’ Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents’ Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Presidents’ Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College; and the presidents of North Idaho College, the College
of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a new chair selected each academic year such that the chair will rotate among the respective members, such that no two community college presidents’ will hold a term in consecutive years. The administrator of the Division of Professional-Technical Education and the Board’s Executive Director shall be ex-officio members of the Council.

3. Duties of the Chair

The chair:

a. presides at all Presidents’ Council meetings with full power to discuss and vote on all matters before the Council;

b. establishes the Presidents’ Council agenda in consultation with the Executive Director; and

c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

4. The Executive Director will communicate openly and in a timely manner with the Presidents’ Council.

KI. Agency Heads’ Council

1. Purpose

The Agency Heads’ Council convenes prior to each Board meeting as necessary to discuss and make recommendations as necessary on agenda items scheduled for Board consideration as well as other issues pertinent to the agencies. The Agency Heads’ Council may also choose or be directed by the Board to meet with the Presidents’ Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads’ Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Agency Heads’ Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, and the Division of Professional-Technical Education; and representatives from the State Department of Education. The Board’s Executive Director shall serve as chair of the Council.

3. Duties of the Chair

a. presides at all Agency Heads’ Council meetings

b. establishes the Council’s agenda in consultation with the Council’s members; and
c. maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

L. Adoption, Amendment, and Repeal of Bylaws

Bylaws may be adopted, amended, or repealed at any regular or special meeting of the Board by a majority vote of the Board, provided notice has been presented at the preceding meeting of the Board.
SUBJECT
Data Management Council policies regarding student data privacy and security

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.O.1.
Section 33-133, Idaho Code

BACKGROUND/DISCUSSION
The Data Management Council (DMC) is tasked with making recommendations on
the oversight and development of Idaho’s Statewide Longitudinal Data System
(SLDS) and oversees the creation, maintenance and usage of said system. Under
Board policy I.O. Data Management Council, the DMC shall review and approve
mechanisms for implementing the required data security and access rights. This
agenda item sets forth the specific policies pertaining to data standards and
quality, access and security, change management and prioritization, and training
and communication with regards to the Statewide Longitudinal Data System in
accordance with state and federal law. The DMC policies have been updated to
be in compliance with the Idaho Student Data Accessibility, Transparency and
Accountability Act of 2014 (Section 33-133, Idaho Code).

IMPACT
Passage of this item will ensure that the Data Management Council and the Board
of Education are in compliance with state law.

ATTACHMENTS
Attachment 1 – DMC Governing Policies and Procedures Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Staff recommends approval.

BOARD ACTION
I move to approve the Data Management Council governing policies and
procedures as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
Scope

The Idaho State Board of Education (Board) is constitutionally and statutorily charged with supervising public education in Idaho, K-20. The Board recognizes the need to measure how well our public schools are preparing children for higher education and how well higher education is preparing Idaho’s future workforce. For this purpose, the Statewide Longitudinal Data System (SLDS) was created. The SLDS was created as a means to evaluate and improve the process by which a student progresses through Idaho’s educational system. The SLDS allows the Board to detect strengths or weaknesses in Idaho’s educational system by identifying trends in groups of students over time. These trends can then be used to analyze the public and higher education systems in order to improve efficiency, effectiveness, and accountability.

The SLDS will maintain a longitudinal record of students from preschool through all levels of the education system (elementary, middle and high schools, and higher education) and into the workforce. This system is a partnership of separate and unique source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, and the State Department of Labor wage record systems. The agreements between these separate groups allows for user-initiated matching of the data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all Personally Identifiable Information (PII) that is collected into the SLDS is protected in accordance with federal and state law.¹ Public reports generated from data within the SLDS do not identify individual students.

The Idaho Data Management Council (Council) is an oversight and controlling body of the SLDS, comprised of representatives approved by the Board from Idaho’s public postsecondary institutions, the State Department of Education, the Department of Labor, Professional-Technical Education, Idaho public schools, and Board staff. The Council provides direction and makes recommendations to the Board on policies and procedures for the development and usage of the system, and reports back to the Board as needed on the progress made on issues that require Board consideration. The policies governing the Council and the SLDS are reviewed and approved by the Board of Education.

This policy defines the security of data contained in all parts of the SLDS. The definitions and policies described below are designed to protect the confidentiality of Personally Identifiable Information (PII) contained within Idaho’s SLDS.

Definitions

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¹ Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g(a)(4)(A) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133.
Education Records - Information directly related to a student, and recorded in any medium maintained by an educational agency or institution or a person acting for such agency or institution.

Personally Identifiable Information (PII) – Includes: a student’s name; the name of a student’s family; the student’s address; a social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student’s date of birth, place of birth or mother’s maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.\(^2\)

Disclose or Disclosure is the access to, or to release, transfer, or otherwise communication of PII to any party, by any means.\(^3\)

Data Breach is the unauthorized acquisition of PII.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Aggregate Data is data collected or reported at a group, cohort or institutional level and does not contain Personally Identifiable Information (PII).

Data Access Levels are the four data access levels as defined by the Data Management Council as shown below:

- **Level 1 - Restricted-Use Data** – Student-level data that includes PII. Level 1 data requires specific procedures to protect confidentiality.
- **Level 2 - Restricted-Use Data** – Student-level data where all PII has been removed. Merging Level 1 data with Level 2 data would result in a file that is defined as Level 1.
- **Level 3 - Restricted-Use Data** – Aggregate data created from Level 2 data. Data at this level contains no PII. Data at this level can be manipulated to view the data relative to a variety of data elements in compliance with data restrictions.
- **Level 4 - Public-Use Data** – Aggregate or summarized data created from Level 1, Level 2 or Level 3 data that contains no PII and is provided in a format that cannot be manipulated to reveal restricted data elements. Level 4 data may be publically released.

Data Standards and Quality

1. The Council shall maintain a dictionary of student data fields collected for inclusion within the SLDS. The dictionary shall include definitions of the data fields and explanations of the purposes for collecting the data (Data Dictionary). The Data Dictionary shall be available to the public via the Board of Education website:

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\(^2\) Idaho Code Title 33, Section 133

\(^3\) Family Educational Rights and Privacy Act, 34 CFR Part 99
The Data Dictionary shall be reviewed annually by the Council, as required by Idaho Code, Section 33-133(3) (a). The annual review will ensure that no data is collected into the SLDS other than as set forth in the Data Dictionary. The annual review will include a determination of whether new data elements should be included into the SLDS. Any proposed changes to the Data Dictionary are subject to prior approval by the Board. Any Board approved changes made to the Data Dictionary shall be submitted to the Idaho State Legislature and the Idaho Governor annually for review and approval in accordance with Idaho law.

2. The Data Management Council is responsible for the accuracy and quality of the data contained in the SLDS. The Data Management Council shall conduct an annual review of the data contained in the SLDS to ensure that data collected is in accordance with the definitions in the Data Dictionary.

3. The Council shall recommend to the Board minimum cell size for public reports to prevent identification of individuals. The Board will set the cell size restrictions as required by Idaho Code, 33-133(1)(b).

Access and Security

1. The SLDS data shall be housed on a secure server, as defined through a Memorandum of Understanding (MOU) between the Office of the State Board of Education (OSBE) and the State Department of Education (SDE). All hardware, software, and network infrastructure shall be secured by a firewall from unauthorized external access, require individual user accounts, and be password protected to control internal access.

2. Periodic tests shall be run to ensure that technical safeguards remain effective. Documentation of the dates of tests run shall be maintained at OSBE.

3. Access to the K-12 and postsecondary SLDS shall be limited to those employees of OSBE and SDE who require access to perform their assigned duties. An annual review of existing access shall be performed by the Council.

4. Access to the SLDS shall require the use of a password. Passwords shall be unique to the assigned employee and shall not be shared.

5. Data uploaded to and downloaded from the SLDS shall be done using secure methods to protect the data from a Data Breach or Unauthorized Data Disclosure.

6. Requests for data from the SLDS must be submitted to the Council using the “Data Request Form” and if required the “Acknowledgement of Confidentiality Requirements” publicly available on the OSBE website. Data requests for non-Level 4 data by state agencies require the completion of an MOU. Data requests for non-Level 4 data external to state agencies require completion of a Memorandum of Agreement (MOA) and “Acknowledgement of Confidentiality Requirements”. Approving SLDS data requests will be the responsibility of the
Council or its designee. Approved requests will be processed in accordance with applicable state and federal law.

7. The Council will determine that human subjects research requirements are met and approved by an Institutional Review Board (IRB) and any certificates of approval are submitted to OSBE before approval of the research request.

8. The Council will verify that the annual IRB review is completed.

9. The Council is charged with evaluating requests for SLDS data, determining whether access to data is allowed under federal and state law, and ensuring that when access to data is allowed, data is provided at the Data Access Level that is most protective of privacy while still meeting the stated purpose for the request. The Council shall not approve a Data Access Level that provides greater detail than what is necessary to fulfill the data request.

10. In compliance with FERPA guidelines, the Council shall maintain a record detailing all requests for data from the SLDS and including:
   a. The date of the request and the date of the response
   b. A description of the data requested
   c. The data provided in response to the request, if any
   d. If PII was included in the data provided, the statutory authorization for providing it shall be recorded and a copy of the executed agreement governing the security, use and destruction of the PII shall be maintained in the Board offices.

11. Any request by a student or their parent for individual student records shall be redirected to the original custodian of the data.

12. Any release of data approved by the Council will include in the MOA or MOU details on limitations of use of the data, including length of time the data can be used, and procedures for destroying the data when use is complete.

13. Publicly released reports shall contain only aggregate data and not contain PII.

14. PII will not be disclosed unless in compliance with the limited circumstances allowed by state and federal law.

15. If the disclosure of PII is allowed under federal or state law under an exception requiring a written agreement to document the use, security and destruction of the data; data shall not be disclosed prior to the execution of the agreement.

16. PII shall not be stored on unencrypted portable devices or laptops.

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4 20 U.S.C. 1232g(b)(4); 20 U.S.C. 1232g(j)(4)

5 Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g(a)(4)(A) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133
Change Management and Prioritization

1. The Council shall review proposed enhancements to the SLDS and shall set priorities for the development of those enhancements.
2. The Council shall recommend any proposed enhancements to the SLDS to the Board, including changes to the governing policies and procedures which may affect access and security policies.
3. The Council shall review and approve or deny any proposed changes to existing functionality or data definitions of the SLDS.

Training and Communication

1. The Council shall oversee the training of SLDS users to ensure consistency in procedures and adherence to access and security policies.
2. The Council shall review and approve specific training plans established by OSBE, SDE, and the Idaho Department of Labor, for properly securing SLDS data.
3. Training shall include building an understanding of federal and state privacy laws which protect the rights of students and compliance with IRB requirements.

   The Council shall establish a webpage on the Board’s website to provide the public with information pertinent to the SLDS.
SUBJECT
Model Student Data Privacy and Security Policy

REFERENCE
June 2014 The Board was presented with a draft Model Data Policy.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-133, Idaho Code

BACKGROUND/DISCUSSION
Senate Bill 1372 was passed during the 2014 Legislative Session. This bill became Section 33-133, Idaho Code. Pursuant to Idaho Code, the State Board of Education is required to develop a model policy for school districts and public charter schools that will govern data collection, access, security, and use of such data. All public charter schools and school districts must adopt and implement the model policy and post the policy on the district or charter school website. If a district or public charter school fails to adopt, implement, and post the policy where any inappropriate release of data occurs, the district or public charter school shall be liable for a civil penalty not to exceed $50,000 that shall be paid into the State’s General Fund. During the Jun 2014 regular Board meeting, the Board was presented with a draft of the Model Data Policy and updated on the process the Data Management Council was going through to garner stakeholder input.

This model policy has been drafted and approved by the Data Management Council. The Data Management Council received and considered input from various stakeholders including charter schools, school districts, and parents. This policy was approved unanimously by the Data Management Council.

IMPACT
Passage of this item will bring the State Board into compliance with state law and provide school districts and public charter schools with the required policy to be in compliance with state law.

ATTACHMENTS
Attachment 1 – Model Student Data Privacy and Security Policy Page 3

STAFF COMMENTS AND RECOMMENDATION
Staff recommends approval.
BOARD ACTION
I move to approve the Model Student Data Privacy and Security Policy as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
MODEL STUDENT DATA PRIVACY AND SECURITY POLICY
Drafted by the Data Management Council and adopted by the Idaho State Board of Education

Effective ___________

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data has increased and technology has advanced, the need to exercise care in the handling of confidential student information has intensified. The privacy of students and the use of confidential student information is protected by federal and state laws, including the Family Educational Rights and Privacy Act (FERPA) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014 (Idaho Data Accountability Act).

Student information is compiled and used to evaluate and improve Idaho’s educational system and improve transitions from high school to postsecondary education or the workforce. The Data Management Council (DMC) was established by the Idaho State Board of Education to make recommendations on the proper collection, protection, storage and use of confidential student information stored within the Statewide Longitudinal Data System (SLDS). The DMC includes representatives from K-12, higher education institutions and the Department of Labor.1

This model policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, each school district and public charter school shall adopt, implement and electronically post this policy. It is intended to provide guidance regarding the collection, access, security and use of education data to protect student privacy. This policy is consistent with the DMC’s policies regarding the access, security and use of data maintained within the SLDS.2 Violation of the Idaho Data Accountability Act may result in civil penalties.3

Defined Terms

Administrative Security consists of policies, procedures, and personnel controls including security policies, training, and audits, technical training, supervision, separation of duties, rotation of duties, recruiting and termination procedures, user access control, background checks, performance evaluations, and disaster recovery, contingency, and emergency plans. These measures ensure that authorized users know and understand how to properly use the system in order to maintain security of data.

Aggregate Data is collected or reported at a group, cohort or institutional level and does not contain PII.

Data Breach is the unauthorized acquisition of PII.

Logical Security consists of software safeguards for an organization’s systems, including user identification and password access, authenticating, access rights and

2 Insert link to DMC policies which have been approved by Board and posted.
3 Idaho Code Title 33, Section 133
authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation.

**Personally Identifiable Information (PII)** includes: a student’s name; the name of a student’s family; the student’s address; the students’ social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student’s date of birth, place of birth or mother’s maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.

**Physical Security** describes security measures designed to deny unauthorized access to facilities or equipment.

**Student Data** means data collected at the student level and included in a student’s educational records.

**Unauthorized Data Disclosure** is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

**Collection**
- School districts and public charter schools shall follow applicable state and federal laws related to student privacy in the collection of student data.

**Access**
- Unless prohibited by law or court order, school districts and public charter schools shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child’s educational records.
- The Superintendent, administrator, or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.
- Access to PII maintained by the school district or public charter school shall be restricted to: (1) the authorized staff of the school district or public charter school who require access to perform their assigned duties; and (2) authorized employees of the State Board of Education and the State Department of Education who require access to perform their assigned duties; and (3) vendors who require access to perform their assigned duties.

**Security**
- School districts and public charter schools shall have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure.
- School districts and public charter schools shall immediately notify the Executive Director of the Idaho State Board of Education and the State Superintendent of
Public Instruction in the case of a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

- School districts and public charter schools shall notify in a timely manner affected individuals, students, and families if there is a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

**Use**

- Publicly released reports shall not include PII and shall use Aggregate Data in such a manner that re-identification of individual students is not possible.
- School district or public charter school contracts with outside vendors involving student data, which govern databases, online services, assessments, special education or instructional supports, shall include the following provisions which are intended to safeguard student privacy and the security of the data:
  - Requirement that the vendor agree to comply with all applicable state and federal law;
  - Requirement that the vendor have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure;
  - Requirement that the vendor restrict access to PII to the authorized staff of the vendor who require such access to perform their assigned duties;
  - Prohibition against the vendor’s secondary use of PII including sales, marketing or advertising;
  - Requirement for data destruction and an associated timeframe; and
  - Penalties for non-compliance with the above provisions.
- School districts and public charter schools shall clearly define what data is determined to be directory information.
- If a school district or public charter school chooses to publish directory information which includes PII, parents must be notified annually in writing and given an opportunity to opt out of the directory. If a parent does not opt out, the release of the information as part of the directory is not a Data Breach or Unauthorized Data Disclosure.

**Resources**

Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133
UNIVERSITY OF IDAHO

SUBJECT
Pending Rule Docket 08-0501-1401 – Rules Governing Seed and Plant Certification.

REFERENCE
May 14, 2014 Regents approval of temporary and proposed rule, IDAPA 08.05301, Rules Governing Seed and Plant Certification - as presented.

APPLICABLE STATUTE, RULE, OR POLICY
Title 22 Chapter 15, specifically Sections 22-1504 & 22-1505, Idaho Code

BACKGROUND/DISCUSSION
At the May, 2014 special Board meeting, the Board approved a temporary and proposed rule incorporating by reference the Seed Certification Standards of the Idaho Crop Improvement Association, Inc. as the first step in a process to come into compliance with Idaho Code Sections 22-1504 and 22-1505 and the Idaho Administrative Procedures Act (IDAPA).

Notice of the temporary and proposed rule has been published and the comment period has passed without comment or request for a public hearing. The University now seeks Board approval of the pending rule for the purpose of posting in the Administrative Bulletin and presentation to the 2015 legislature

IMPACT
The impact of the proposed rule is minimal. There is no change to the current mechanism for certification in Idaho. The proposed rule merely incorporates the current standards established by ICIA into the Administrative Code under the IDAPA.

ATTACHMENTS
Attachment 1 – Pending Rule Docket 08-0501-1401

STAFF COMMENTS AND RECOMMENDATIONS
Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature. No comments were received during the 21 day public comment period. No changes have been made to the Pending rule between the Proposed and Pending stages.

Staff recommends approval.
BOARD ACTION

I move to approve the Pending Rule Docket 08-0109-1301 as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
000. LEGAL AUTHORITY.
This chapter is adopted under the authority of Title 22, Chapter 15, Idaho Code. (5-14-14)T

001. TITLE AND SCOPE.

01. Title. The title of this chapter is IDAPA 08.05.01, “Rules Governing Seed and Plant Certification,” by Idaho Crop Improvement Association, Inc. (5-14-14)T

02. Scope. These rules shall govern the standards and procedures for the certification of seeds, tubers, plants, or plant parts in the state of Idaho by the Regents of the University of Idaho through the Idaho Agricultural Experiment Station in the College of Agricultural and Life Sciences and its duly authorized agent, Idaho Crop Improvement Association, Inc., as an agent and instrumentality and servant of the State. (5-14-14)T

002. WRITTEN INTERPRETATIONS.
In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rule of this chapter will be made available at the Idaho State Board of Education office. (5-14-14)T

003. ADMINISTRATIVE APPEAL.
There is no provision for administrative appeals before the Board under this chapter. Hearing and appeal rights are set forth in Title 67, Chapter 52, Idaho Code. (5-14-14)T

004. INCORPORATION BY REFERENCE.
The following documents are incorporated by reference into this rule. The Idaho Seed and Plant Certification Standards are adopted by the Idaho Crop Improvement Association. Copies of the following documents may be obtained from the Idaho Crop Improvement Association, Inc. website at http://www.idahocrop.com/index.aspx, or from the Idaho Crop Improvement Association, Inc. office. (5-14-14)T

01. General Seed Certification Standards. The General Seed Certification Standards of the Idaho Crop Improvement Association, Inc., as last modified and approved on February 25, 2014. (5-14-14)T

02. Seed Certification Fee & Application Schedule. The Seed Certification Fee and Application Schedule of the Idaho Crop Improvement Association, Inc., as last modified and approved on August 8, 2013. (5-14-14)T

03. Interagency Certification Regulations and Procedures. The Interagency Certification Regulations and Procedures of the Idaho Crop Improvement Association, Inc., as last modified and approved on April 6, 2006. (5-14-14)T
04. Alfalfa Certification Regulations in Idaho. The Alfalfa Certification Regulations adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on April 6, 2006. (5-14-14)T

05. Beans Certification Regulations in Idaho. The Beans Certification Regulations adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on December 12, 2009. (5-14-14)T

06. Red Clover Certification Regulations in Idaho. The Red Clover Certification Regulations adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on April 6, 2006. (5-14-14)T


12. Pre-Variety Germplasm Certification Regulations in Idaho. The Pre-variety Germplasm Certification Regulations adopted by the Idaho Crop Improvement Association, Inc., as amended and approved April 11, 2014. (5-14-14)T


005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

01. Physical Addresses. The main office of the Idaho Crop Improvement Association, Inc. is located at 429 SW 5th Avenue, Suite 105, Meridian, ID 83642. The
branch offices are located at: 1680 Foote Drive, Idaho Falls, ID 83402; 5920 N Government Way, Suite 10, Dalton Gardens, ID 83815; 2283 Wright Avenue, Suite C, Twin Falls, ID 83303 (5-14-14)T

02. **Office Hours.** Office hours are 8 a.m. to 5 p.m., Mountain Time, Monday through Friday, except holidays. These office hours apply to each branch. (5-14-14)T

03. **Mailing Addresses.** The mailing address for the Idaho Crop Improvement Association, Inc. main office is 429 SW 5th Avenue, Suite 105, Meridian, ID 83642. The branch offices mailing addresses are: 1680 Foote Drive, Idaho Falls, ID 83402; 5920 N Government Way, Suite 10, Dalton Gardens, ID 83815; 2283 Wright Avenue, Suite C, Twin Falls, ID 83303. (5-14-14)T

04. **Telephone Numbers.** The telephone number for the Idaho Crop Improvement Association, Inc. main office is (208) 884-8225. The telephone numbers for the branches are: Idaho Falls (208) 522-9198; Dalton Gardens (208) 762-5300; Twin Falls (208) 733-2468. (5-14-14)T

05. **Fax Numbers.** The fax number for the Idaho Crop Improvement Association Inc. main office is (208) 884-4201. The fax numbers for the branches are: Idaho Falls (208) 529-4358; Dalton Gardens (208) 762-5335; Twin Falls (208) 733-4803. (5-14-14)T

006. **PUBLIC RECORDS ACT COMPLIANCE.**
These rules are public records available for inspection and copying at the Idaho Crop Improvement Association Inc., and the State Law Library. (5-14-14)T

007. -- 009. (RESERVED)

010. **DEFINITIONS.**
In addition to the definitions set forth in Title 22, Chapter 15, Idaho Code, the definitions found in the standards of the Idaho Crop Improvement Association, Inc., incorporated by reference in Section 004 of these rules, shall apply to these rules. (5-14-14)T

011. (RESERVED)

012. **APPLICABILITY.**
These rules shall apply to all seeds, tubers, plants, or plant parts located in, imported into, or exported from the state of Idaho that have an application for certification properly filed with a seed certification agency. (5-14-14)T

013. **OFFICIAL IN CHARGE OF CERTIFIED SEED.**
The Idaho Legislature, at its 35th Session, enacted Senate Bill No. 107, the "Seed and Plant Certification Act of 1959". This Act designated the Regents of the University of Idaho, through the Agricultural Experiment Station of the College of Agriculture, as the seed certifying agency for the State. This Act further gives the Regents of the University
of Idaho the authority to designate an agent to administer and conduct the certification program. The Regents of the University of Idaho on April 27, 1959, appointed the Idaho Crop Improvement Association, Inc., as its duly authorized agent to administer and conduct seed certification in Idaho as provided by the Seed and Plant Certification Act of 1959.  

014. SEED CERTIFICATION FEE AND APPLICATION SCHEDULE.
The Idaho Crop Improvement Association may assess a fee to defray the costs of seed testing and administration of the seed certification program. Fees are established through the Idaho Crop Improvement Association, Inc.  

015. -- 999. (RESERVED)
SUBJECT
Proposed Rule IDAPA 08.01.11 – Registration of Post-Secondary Education Institutions and Proprietary Schools

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Administrative code, IDAPA 08.01.11
Section 33-2400, Idaho Code

BACKGROUND/DISCUSSION
The proposed changes to IDAPA 08.01.11 will amend the definition of what constitutes having an “Idaho presence.” Institutions, unless otherwise exempted, who have a physical presence within the state of Idaho are required to register with the State Board of Education. Idaho’s definition of physical presence includes all students participating in a clinical experience within the state even if the institution itself does not meet the other requirements for a physical presence. The State Authorization Reciprocity Agreement has a slightly broader definition in regards to a clinical experience and allows that if there are fewer than ten (10) students simultaneously present at the site and the institution does not have a multi-year agreement with the site then that institution still does not have a physical presence within the state.

An additional change is also being proposed to subsection 200.09 that would allow for the office to use financial instruments other than an institution’s audited financial statements as part of the registration process. Due to timing and varying differences in an institution’s operations the audited financial statements may not be the best instrument for staff to use to calculate the registration fee of a specific institution.

IMPACT
If the language within the Administrative Rule were not amended the Board would have to waive that section of rule for institutions that were participating in the State Authorization Reciprocity Agreement or choose not to participate.

ATTACHMENTS
Attachment 1 – Proposed Docket 08-0111-1401

STAFF COMMENTS AND RECOMMENDATIONS
Once approved by the Board, Proposed rules are published in the Administrative Bulletin and have a 21 day comment period prior to coming back to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules are forwarded to the legislature and become effective at the end of the legislative session in which they are submitted unless rejected by the legislature.
Staff recommends approval.

**BOARD ACTION**

I move to approve the Proposed Rule changes to Docket 08.-0111-1401 as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.01.11 - REGISTRATION OF POST-SECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS

200. REGISTRATION OF POST-SECONDARY EDUCATIONAL INSTITUTIONS.

01. Delegation. Section 33-2403, Idaho Code, provides that a post-secondary educational institution must hold a valid certificate of registration issued by the Board. The Board delegates authority to its Executive Director and the Office of the State Board of Education to administer the registration of post-secondary educational institution, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-29-12)

02. Registration Requirement. (4-9-09)

a. Unless exempted by statute or this rule, as provided herein, a post-secondary educational institution which maintains a presence within the state of Idaho, or that operates or purports to operate from a location within the state of Idaho, shall register and hold a valid certificate of registration issued by the Board. An institution shall not conduct, provide, offer, or sell a course or courses of study, or degree unless registered. (3-29-12)

b. Registration shall be for the period beginning on the date a certificate of registration is issued and continue through June 30 of the next succeeding year. A registered post-secondary educational institution must renew its certificate of registration annually, and renewal of registration is not automatic. (3-29-10)

c. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (4-9-09)

d. A new or start-up entity that desires to operate as a postsecondary educational institution in Idaho but which is not yet accredited by an accreditation organization recognized by the Board must register and operate as a proprietary school until accreditation is obtained. A new or start-up entity that is accredited and authorized to operate in another state, and which desires to operate as a postsecondary educational institution in Idaho offering degrees for which specialized program accreditation is required, may be granted approval to operate subject to the successful attainment of such program accreditation within the regular program accreditation cycle required by the accreditor. (3-29-12)

e. There is no inherent or private right to grant degrees in Idaho. That authority belongs only to institutions properly authorized to operate in Idaho under these rules. (3-29-12)

03. Idaho Presence. (3-29-12)

a. An institution shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, for purposes of conducting, providing, offering or selling a course or courses of study or degrees. (3-29-12)

b. Idaho presence shall include medical/osteopathic education clinical instruction occurring in the state of Idaho as part of a course of study leading to a degree pursuant to a formal multiyear arrangement or agreement between such clinic and an institution providing medical/osteopathic education instruction where 11 or more students of the institution are physically present simultaneously at a single field site. (3-29-12)

c. Idaho presence shall not include: (3-29-12)

i. Distance or online education delivered by an institution located outside of the state of Idaho to
students in this state when the institution does not otherwise have physical presence in Idaho, as provided in Subsection 200.03.a. of this rule;  

ii. Medical education instruction occurring in the state of Idaho by an institution pursuant to a medical education program funded by the state of Idaho;  

iii. Internship or cooperative training programs occurring in the state of Idaho where students are employed by or provide services to a business or company in this state and receive course credit from an institution related to such activities; or  

iv. Activities limited to the recruiting or interviewing of applicants or potential students in the state of Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or by volunteer alumnus of an institution, even if such individual is physically located in this state.  

04. Institutions Exempt from Registration.  

a. Idaho public post-secondary educational institutions. Section 33-2402(1), Idaho Code, provides that a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register.  

b. Certain Idaho private, nonprofit, post-secondary educational institutions. A private, nonprofit, post-secondary educational institution that is already established and operational as of the date when this rule first went into effect (Brigham Young University - Idaho, College of Idaho, Northwest Nazarene University, New Saint Andrews College, Boise Bible College), and located within the state of Idaho, and that is accredited by an accreditation organization recognized by the Board, as set forth in Section 100 of this rule, shall not be required to register. A private, nonprofit, institution is located within the state of Idaho only if it has been lawfully organized in the state of Idaho and its principal place of business is located within the state of Idaho. An institution exempt under this subsection may voluntarily register by following the procedure for registration provided herein.  

c. Idaho religious institutions. A religious institution located within the state of Idaho that is owned, controlled, operated, and maintained by a religious organization lawfully operating as a nonprofit religious corporation and that grants only religious degrees shall not be required to register.  

05. Institutions That Must Register. Unless exempt under Subsection 200.04 of this rule, any entity that desires to operate as a postsecondary educational institution in Idaho must register as provided herein.  

06. Application. A post-secondary educational institution that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration or renewal of registration, as applicable), on the form provided by the Board office. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year.  

07. Registration Fees. The Board shall assess an annual registration fee for initial registration or renewal of registration of a post-secondary educational institution. The registration fee must accompany the application for registration, and shall be in the amount of one-half of one percent (.5%) of the gross Idaho tuition revenue of the institution during the previous tax reporting year (Jan 1 - Dec 31), but not less than one hundred dollars ($100) and not to exceed five thousand dollars ($5,000). The institution must provide financial documentation to substantiate the amount of revenue reported. Registration fees are nonrefundable.  

08. Deadline for Registration. An initial application for registration may be submitted to the Board at any time. An institution should expect the Board’s review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes the registration year. The renewal will be processed within thirty (30) days. Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received.
09. Information Required. (3-29-12)

a. An application must include all the information requested on the application form, as well as the following information: (3-29-12)

i. Copy of most recent accreditation letter showing the period of approval; (4-7-11)

ii. Current list of chief officers - e.g. president, board chair, chief academic officer, chief fiscal officer; (4-9-09)

iii. Enrollment data for current and past two (2) years; (4-9-09)

iv. Copy of annual audited financial statement, or other financial instrument as established by the executive director; (4-9-09)

v. Any additional information that the Board may request. (4-9-09)

vi. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, and other relevant information to assist students in making an informed decision to enroll. Institutions offering courses or courses of study which require clinical, practicum or internship components must provide students in writing information regarding the number of clinical, practicum or internship positions available and the location of said positions. Institutions with courses or courses of study that have not been fully accredited must disclose to prospective students in these courses or courses of study the accreditation status of the program and anticipated date for full accreditation. (4-4-13)

b. The Board may, in connection with a renewal of registration, request that an institution only submit information that documents changes from the previous year, provided that the institution certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 200.07 of this rule, shall remain applicable. (3-29-12)
SUBJECT
Proposed Rule IDAPA 08.02.02 – Rules Governing Uniformity - Certification

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Administrative code, IDAPA 08.02.02
Section 33-1201, Idaho Code

BACKGROUND/DISCUSSION
In 2013 the Governor’s Task Force for Improving Education recommended the state move to “a continuum of professional growth and learning that is tied to [teacher] licensure.” Movement through the system should be accomplished through the use of performance measures, including evaluations based on the state’s framework for teaching and a candidate’s effectiveness in impacting student achievement. The recommendations outlined the initial framework of a three (3) tiered system encompassing an initial three (3) year certificate that can only renewed once for a total of six (6) years, a five (5) year renewable professional level certificate, and a five (5) year renewable master level certificate. In conjunction with this recommendation, the Task Force recommended Idaho move to a funding model that would tie a district’s appropriation to the level of certificate an educator holds, rather than the current model based on years of service and level of degree.

Following the completion of the Task Force’s work, the Board convened a number of subcommittees to work on the implementation of the Task Force’s recommendations. The Career Ladder/Tiered Licensure Committee has been meeting since that time to develop the details around the tiered licensure model. The committee reviewed the details of the Task Force’s recommendations, models implemented in other states, as well as the work of the Department Technical Advisory Committee for tiered licensure, and the State’s advisory group working on the Network for Transforming Educator Preparation grant. The final recommendations from the committee are based on a majority vote of the committee. Consensus was not able to be made on all elements.

Idaho’s educator certification requirements are set out in Idaho Administrative rule, IDAPA 08.02.02. As such any amendments to the requirements are required to go through the rule making process. The committee has approved the framework for the tiered certification model as outlined in Attachment 2. The framework has been incorporated into the proposed amendments presented in Attachment 1.

IMPACT
Approval of the Proposed Rule will allow for the rule to go out for public comment. Following the end of the public comment period, the rule will come back to the Board as a Pending rule. The Pending rule will be forwarded to the legislature for consideration. Once accepted by the legislature, the new tiered certification model will take effect at the end of the 2015 legislative session.
STAFF COMMENTS AND RECOMMENDATIONS
Once approved by the Board, Proposed rules are published in the Administrative Bulletin and have a 21 day comment period prior to coming back to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules are forwarded to the legislature and become effective at the end of the legislative session in which they are submitted unless rejected by the legislature.

Staff recommends approval.

BOARD ACTION
I move to approve the Proposed Rule changes to Docket 08-0202-1401 as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.02 - RULES GOVERNING UNIFORMITY

007. DEFINITIONS.

01. **Active Teacher.** K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom/school. (3-16-04)

02. **Alternative Routes.** Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the para-educator profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-16-04)

03. **Credential.** The general term used to denote the document on which all of a person’s educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

04. **Endorsement.** Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

05. **Idaho Student Achievement Standards.** Standards of achievement for Idaho’s K-12 students. See IDAPA 08.02.03, “Rules Governing Thoroughness.” (3-16-04)

06. **Individualized Learning Plan.** An individualized plan developed based on the Idaho framework for teaching to determine and develop a professional action plan based on the individual's strengths and areas of needed growth. (___)

07. **Institutional Recommendation.** Signed form or written verification from an accredited institution with an approved teacher preparation program stating that an individual has completed the program, received a basic or higher rating in all twenty-two (22) components of the Idaho state performance evaluation system, has an individualized learning plan, has demonstrated measurable student achievement or the ability to create student learning objectives, and is now being recommended for state certification. (3-16-04)(___)

08. **Measurable Student Achievement/Growth.** Demonstrate a teacher's impact on student learning within a given interval of instruction. May include: (___)

   a. Idaho standards achievement test; (___)

   b. Student learning objectives; (___)

   c. Formative assessments; (___)

   d. Teacher-constructed assessments of student growth; (___)

   e. Pre- and post-tests; (___)

   f. Performance based assessments; (___)

   g. Idaho Reading Indicator; (___)

   h. College entrance exams (PSAT, SAT, ACT); (___)

   i. District adopted assessment; (___)

   j. End of course exams; (___)

   k. Advance placement exams; (___)

   l. Professional-Technical exams; (___)
079. **Orientation.** School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes.  

0810. **Para-Educator.** Aides and assistants employed by school districts to supplement instruction and provide additional assistance to students.  

0911. **Pedagogy.** Teaching knowledge and skills.  

12. **Performance Evaluation System.** Summative evaluation conducted with two (2) observers who have proof of proficiency in evaluating teacher performance based on the Idaho state performance evaluation system as outlined in Section 120 of these rules.  

13. **Student Learning Objective (SLO).** A measurable, long-term academic growth target that a teacher sets at the beginning of year for all students or for subgroups of students. SLOs demonstrate a teachers impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.  

104. **Teacher Leader.** A master teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.  

(BREAK IN CONTINUITY OF SECTIONS)

015. **IDAHO INTERIM CERTIFICATE.**

01. **Issuance of Interim Certificate.** The State Department of Education is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. An interim certificate is nonrenewable except under extenuating circumstances. (4-2-08)

a. **Idaho Comprehensive Literacy Course.** For all Idaho teachers working on interim certificates, alternate routes or coming from out of the state, completion of a state approved reading instruction course shall be a one-time requirement for full certification. (4-7-11)

b. **Technology.** Out of state applicants will be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (4-7-11)

02. **Reinstatement of Expired Certificate.** An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet all current requirements listed for the specific certificate and endorsement(s) including the appropriate content, pedagogy, and performance assessments. (3-29-12)

03. **Foreign Institutions.** An educator having graduated from a foreign institution that is listed in the Accredited Degree-Granting Institutions section of the “Accredited Institutions of Postsecondary Education” and having a valid/current teaching certificate/license from the country or province in which the foreign institution is located, may be issued a nonrenewable, three-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (4-2-08)

0165. **IDAHO EDUCATOR CREDENTIAL.**
The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code) In addition to the applicable certificate level requirements outlined in Subsections 015.01 through 015.04, applicants must meet the specific grade level or subject area certificate requirements as provided herein. Teachers who hold an Idaho educator credential issued prior to April 2015 will be subject to the provisions of their certificate at time of issue and must meet the renewal provisions as described herein at time of renewal. (3-16-04)

01. **Measurable Student Achievements/Growth.** Measurable student achievement used for movement between and renewal of each level of certificate will include at least three (3) assessments demonstrating the teacher's
students achievement. Of those three (3), the Idaho Reading Indicator and the Idaho standards achievement test must be included as applicable to the subject areas taught. Student learning objectives, including pre- and post-assessment for student learning must be included for non-tested subjects. Other measures shall be chosen at the district level, selected from the definition as contained in these rules. The majority of student achievement shall be based on student growth. (____)

02. **Idaho Residency Certificate.** Teachers meeting the following criteria may apply for an Idaho Residency Certificate. The residency certificate is valid for three (3) years and is non-renewable. (____)

a. Graduates of an Idaho approved educator or occupational teacher preparation program and have received an institutional recommendation; or (____)

b. Completed an Idaho approved alternate route to certification as described in Section 042 of these rules. (____)

c. Holders of an Idaho Residency Certificate shall receive intensive mentoring during year one (1) of their certificate, and mentoring at a lesser level during year two (2) of their certificate. Mentoring shall be provided by the hiring district. (____)

03. **Idaho Professional Certificate.** Teachers meeting the following criteria may apply for an Idaho Professional Certificate. The professional certificate is a five (5) year renewable certificate. (____)

a. Hold an Idaho residency certificate for three (3) years. (____)

b. For two (2) of three (3) years, including the final year prior to applying for a professional certificate, show demonstrated teaching proficiency on the Idaho state performance evaluation system through: (____)

i. Sixteen (16) or more elements rated as proficient or higher. (____)

ii. No more than six (6) elements ranked as basic, no more than two (2) of the six (6) elements rated as basic in domain one (1) or domain four (4), and no more than one (1) element rated as basic in domain two (2) or domain three (3). (____)

iii. No elements rated as unsatisfactory. (____)

iv. Show increased measurable student achievement/growth. (____)

c. Have an annual individualized professional learning plan developed in conjunction with school district supervisor. (____)

d. Teachers holding a residency certificate who cannot meet the minimum requirements for a professional certificate may return to an approved education preparation program to address areas of deficiency. (____)

i. Once successful in completing the higher education instruction, teachers may re-apply for a residency certificate. (____)

ii. Teachers will not hold a certificate during this time period. (____)

iii. Teachers may bank one (1) year of combined proficiency and measurable student achievement accomplished during the previous three (3) years. (____)

iv. Teachers may reapply for a professional certificate once the minimum requirements are met. (____)

e. To renew a professional certificate teachers must, during three (3) of five (5) years, one (1) of which must be during the fourth or fifth year, achieve the following: (____)
i. Demonstrate teaching proficiency on the Idaho state performance evaluation through achievement of eighteen (18) or more elements ranked as proficient. Have no more than four (4) elements ranked as basic. Have no more than two (2) of the four (4) elements ranked as basic in domain one (1) or four (4). Have no more than one (1) element ranked as basic in domain two (2) or three (3). Have no elements ranked as unsatisfactory. (___)

ii. Demonstrate increased measurable student achievement/growth. (___)

iii. Must have an individualized professional learning plan developed in conjunction with school district supervisor. (___)

f. Teachers who do not meet the requirements described herein at time of renewal will receive a contingent status on their certificate. The teacher will be placed on a district improvement plan. The improvement plan will include peer assistance and, if appropriate, intervention courses from an approved teacher preparation program. Contingent status on a professional certificate will be removed once the performance and measurable student achievement requirements are met. (___)

i. Teachers with a contingent status on their professional certificate are not eligible for leadership premiums, other than those currently are serving in a hard to fill position. (___)

ii. Teachers with a contingent status on their professional certificate are not eligible to apply for a master certificate. (___)

04. Idaho Master Professional Certificate. Teachers meeting the following criteria may apply for an Idaho master level professional certificate. The master level professional certificate is a five (5) year renewable certificate. (___)

a. Hold an Idaho professional certificate for five (5) years. (___)

b. During three (3) of five (5) years, one of which must be during the fourth or fifth year, teachers must achieve the following: (___)

i. Demonstrate teaching proficiency on the Idaho state performance evaluation through achieving no elements ranked as basic or less and at least six (6) elements ranked as distinguished. Four (4) out of the six (6) elements ranked as distinguished must be in domains two (2) and three (3) of the performance evaluation system. (___)

ii. Demonstrate measurable student achievement/growth through sixty percent (60%) or more students meeting or exceeding growth targets. (___)

(c) During the last five (5) years have not: (___)

i. Been placed on a district performance improvement plan or probation. (___)

ii. Received any elements ranked as unsatisfactory on the state performance evaluation. (___)

d. Have an annual individualized professional learning plan developed in conjunction with school district supervisor. (___)

(e) If at time of renewal teachers holding a master professional certificate cannot meet the performance and measurable student achievement standards of the master professional certificate but can meet the standard professional certificate performance and measurable student achievement standards, they may apply for a standard professional certificate. Applicants who cannot meet the standard professional certificate performance and measurable student achievement requirements will be granted a contingent status professional certificate. (___)

05. Elementary Certificate. An Elementary Certificate makes an individual eligible to teach grades
kindergarten (K) through eight (8), and may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements:

(a) Completion of the general education requirements at an accredited college or university is required.

(b) Professional Education Requirements.

(i) A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area.

(ii) At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8.

(c) An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8).

(d) All individuals, who begin an Idaho approved preparation program after July 1, 2013, seeking a secondary certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a secondary certificate. An endorsement allowing teaching of that subject through grade nine (9) or a K-12 endorsement shall be added to the Elementary Certificate.

(e) Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments.

06. **Secondary Certificate.** A Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor’s degree from an accredited college or university and who meets the following minimum requirements:

(a) Completion of the general education requirements at an accredited college or university is required.

(b) Professional Education Requirements.

(i) A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area.

(ii) The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12).

(c) Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements.

(d) An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12).

(e) Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any
area(s) for which the certificate or endorsement(s) will be applied. ( )

07. Early Childhood/Early Childhood Special Education Blended Certificate. An Early Childhood / Early Childhood Special Education Blended Certificate is non-categorical and makes an individual eligible to teach in any educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: ( )

a. Completion of the general education requirements at an accredited college or university is required. ( )

b. Professional Education Requirements. ( )

i. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. ( )

ii. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. ( )

c. An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy Assessment. ( )

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. ( )

08. Exceptional Child Certificate. Holders of this certificate work with children who have been identified as having an educational impairment. ( )

a. Completion of the general education requirements at an accredited college or university is required. ( )

b. Generalist Endorsement (K-12): the Generalist K-12 endorsement is non-categorical and allows one to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include an internship and student teaching in a special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: ( )

i. Completion of a baccalaureate degree from an accredited college or university. ( )

ii. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. ( )

iii. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. ( )

iv. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. ( )
c. Early Childhood Special Education Endorsement (Pre-K-3): the Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: (___)

i. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); curriculum and program development for young children ages three (3) to eight (8); methodology; planning, implementing and evaluating environments and materials for young children ages three (3) to eight (8); guiding young children's behavior: observing, assessing and individualizing ages three (3) to eight (8); identifying and working with atypical young children ages three (3) to eight (8); parent-teacher relations; and, field work to include an internship and student teaching at the Pre-K-3 grades. (___)

d. Hearing Impairment Endorsement (K-12): completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Hearing Impairment endorsement, a candidate must have satisfied the following requirements: (___)

i. Completion of a baccalaureate degree from an accredited college or university; (___)

ii. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (___)

iii. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (___)

iv. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Hearing Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (___)

e. Visual Impairment Endorsement (K-12): Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impairment endorsement, a candidate must have satisfied the following requirements: (___)

i. Completion of a baccalaureate degree from an accredited college or university; (___)

ii. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (___)

iii. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (___)

iv. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (___)

09. Certification Standards for Professional-Technical Educators. Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Secondary Teaching Certificate or on an Occupational
Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional-Technical Education, and application processes are managed by the Division of Professional-Technical Education.

10. **Degree Based Professional-Technical Certification.**

a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Science: Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four-thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization.

b. The Professional-Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional-technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional-Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional-Technical Education.

i. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary teaching credential;

ii. Provide evidence of a minimum of three (3) years teaching in an occupational discipline;

iii. Hold a master's degree; and

iv. Completed at least fifteen (15) semester credits of administrative coursework. Applicants must have completed: financial aspects of professional-technical education; administration of personnel; and legal aspects of professional-technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation.

v. To renew the Professional-Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional-technical teachers.

Work-Based Learning Coordinator Endorsement: educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs.

d. Career Counselor Endorsement: the endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional-Technical Education; and Theories of Occupational Choice.

11. **Occupational Specialist Certificate.** The Occupational Specialist Certificate is an industry based professional-technical certification. Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations Education and to Trades & Industry Education; specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional-technical educators who teach courses to nine (9) to twelve (12) students per class.

a. Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General
Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options:

i. Have sixteen-thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional-technical education program.

ii. Have a bachelor's degree in the specific occupation or related area, plus six-thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation.

iii. Meet one (1) of the following: have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence.

b. Limited Occupational Specialist Certificate: this certificate is issued to individuals who are new to teaching trades and health occupations in public schools. The certificate is valid for three (3) years.

i. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional-Technical Education and an approved course in professional technical methods and student assessment.

ii. Complete a new-teacher induction workshop at the state or district level.

iii. File a Professional Development Plan with the State Division of Professional-Technical Education.

iv. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work that includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education.

c. Standard Occupational Specialist Certificate: this certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and file of a Professional Development Plan for the next certification period.

d. Advanced Occupational Specialist Certificate: this certificate is issued to individuals who meet all the requirements outlined below:

i. Meet the requirements for the Standard Occupational Specialist Certificate:

ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational
Specialist Certificate (a total of thirty (30) semester credits); and

iii. File a new Professional Development Plan for the next certification period.

iv. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period.

12. Additional Renewal Requirements. In addition to specific certificate or certificate level renewal requirements applicants must meet the following renewal requirements as applicable.

01. Renewal Requirement – Mathematics In-Service Program. To recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction”, or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall must successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: (3-20-14)

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)

b. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an elementary classroom (multi-subject classroom K-8); (3-20-14)

c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed in an elementary classroom (multi-subject classroom K-8); (3-20-14)

d. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in an elementary classroom (multi-subject classroom K-8); and (3-20-14)

e. Each school administrator holding an Administrator Certificate (Pre K-12) who is employed in an elementary classroom (multi-subject classroom K-8), including all school district and charter administrators. (3-20-14)

02. Out-of-State Applicants – Mathematical Thinking for Instruction.

a. Out of state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). (3-29-10)

b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement. (4-4-13)

03b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as
long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-20-14)

04. **Renewal Requirement**—Idaho Comprehensive Literacy Course. In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.04.a. through 016.04.c. shall must successfully complete an Idaho Comprehensive Literacy course in order to recertify: (4-4-13)

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (4-4-13)

b. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an elementary classroom (K-8); and (3-20-14)

c. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in a K-12 classroom. (3-20-14)

05. **Out-of-State Applicants—Idaho Comprehensive Literacy Course.** (3-20-14)

a. Out-of-state applicants shall take a state approved Idaho Comprehensive Literacy Course as a certification requirement. (3-20-14)

b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-20-14)

13. **Leave of Absence.** Certificated teachers who are granted a district approved leave of absence from teaching for one (1) or more years may receive a one-year (1) extension to their renewal time frame. (3-20-14)

a. Teachers must notify the Department of Education that they have an approved leave of absence from the school district prior to the expiration of their current teaching certificate. (3-20-14)

b. The time frame may be extended to two (2) years if the purpose of the leave is to serve in a non-teaching district approved position. (3-20-14)

c. In the event of military leave, the renewal timeframe may be extended to a timeframe equivalent to the military obligation. (3-20-14)

14. **Inactive Status.** Certificated teachers who are no longer in the classroom may apply for inactive status. (3-20-14)

a. During inactive status, in order to return to active status, the teacher must: (3-20-14)

i. maintain the relevant credit renewal requirements specified in these rules; and (3-20-14)

ii. complete any new courses implemented prior to last certificate renewal prior to returning to active status. (3-20-14)

b. On return to active status, the teacher shall be placed on year one of the standard professional certificate, provided any contingencies applicable at the time the individual became inactive shall apply upon reactivation. (3-20-14)
To be placed on inactive status a teacher must apply for inactive certificate status prior to or at the time of active certificate renewal.

01.26. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho’s classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval (4-2-08)

02. Out-of-State Waivers. An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner’s Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

04. Technology Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and the ability to apply strategies and beliefs about the integration of technology based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

018. STANDARD ELEMENTARY CERTIFICATE.
A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor’s degree from an accredited college or university and who meets the following requirements: (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02. Professional Education Requirements. (3-30-07)

a. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area. (3-16-04)

b. At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8. (3-16-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university
or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8) _______ (3-16-04)

04. **Area of Endorsement.** All individuals, who begin an Idaho approved preparation program after July 1, 2013, seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. An endorsement allowing teaching of that subject through grade nine (9) or a K-12 endorsement shall be added to the Standard Elementary Certificate. (3-12-14)

05. **Proficiency.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments. (3-16-04)

019. **EARLY CHILDHOOD / EARLY CHILDHOOD SPECIAL EDUCATION BLENDED CERTIFICATE.** An Early Childhood / Early Childhood Special Education Blended Certificate is non-categorical and makes an individual eligible to teach in any educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended Certificate may be issued to any person with a bachelor’s degree from an accredited college or university and who meets the following minimum requirements:

01. **General Education Requirements.** Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02. **Professional Education Requirements.** (3-16-04)

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood special education. The professional subject matter of early childhood and early childhood special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, professionalism, and, application of technologies. (3-16-04)

b. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-16-04)

03. **Additional Requirements.** An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy Exam. (3-16-04)

04. **Proficiency.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-16-04)

020. **STANDARD SECONDARY CERTIFICATE.** A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor’s degree from an accredited college or university and who meets the following minimum requirements:

01. **General Education Requirements.** Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02. **Professional Education Requirements.** (3-30-07)

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of teaching in the content area. (3-16-04)

b. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include
at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)

03. Teaching Field Requirements. Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. (3-30-07)

04. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-16-04)

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-16-04)

017. IDAHO INTERIM CERTIFICATE.

01. Teacher Holding Certificates From States Other Than Idaho. Teachers holding valid certificates from other states may apply for a non-renewable three-year (3) interim certificate as follows: 

a. Teachers with less than three (3) years teaching experience may be granted an interim residency certificate. A teacher on an interim residency certificate may apply for a standard professional certificate once they have completed three (3) years of teaching certificate and meet the following requirements: 

i. Idaho's proficiency and measurable student achievement/growth requirements. 

ii. May provide evidence based on experience outside of the state of Idaho if proficiency and measurable student achievement is comparable to Idaho requirements. 

iii. Must meet the standard professional certificate proficiency and measurable student achievement while serving at least one year as a teacher in Idaho. 

iv. Teachers who do not meet the standard professional certificate requirements within three (3) years will be subject to the same provisions of the residency certificate at time of expiration. 

b. Teachers with three (3) or more years of experience may apply for an interim professional certificate. A teacher on an interim professional certificate may apply for a standard professional certificate once they show evidence of meeting Idaho's standard professional certificate proficiency and measurable student achievement. 

i. May provide evidence based on experience outside of the state of Idaho if proficiency and measurable student achievement is comparable to Idaho requirements. 

ii. Must meet the standard professional certificate proficiency and measurable student achievement while serving at least one year as a teacher in Idaho. 

iii. Teachers who do not meet the standard professional certificate requirements within three (3) years will be subject to the same provisions of the residency certificate. 

c. Teachers with eight (8) or more years of experience may apply for an interim master professional certificate. To qualify for an interim master professional certificate the teacher must: 

i. Show proof of meeting the master professional certificate proficiency and measurable student growth requirements through evidence based on experience outside of the state of Idaho if proficiency and measurable student achievement is comparable to Idaho requirements; or
ii. Hold a master, tier three, or equivalent certificate or license in certifying state. (___)

iii. A teacher on an interim master certificate may apply for an Idaho master professional certificate if they meet proficiency and measurable student achievement requirements of the Idaho master professional certificate in two (2) of three (3) years, including the final year on the interim master certificate. (___)

iv. A teacher on an interim master certificate may apply for an Idaho standard professional certificate if they meet proficiency and measurable student achievement requirements of the Idaho professional certificate in two (2) of three (3) years, including the final year on the interim master certificate. If the teacher does not meet the proficiency and measurable student achievement requirements the teacher may receive a contingent status professional certificate. (___)

d. All out of state teachers must meet the following requirements: (___)

i. Will be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (___)

ii. Shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction.” The course consists of three (3) credits or forty-five (45) contact hours of in-service training. (___)

02. Idaho Comprehensive Literacy Course. For all Idaho teachers working on interim certificates, alternate routes or coming from out of the state, completion of a state approved reading instruction course shall be a one-time requirement for full certification. (___)

03. Occupational Specialist Certificate. Occupational Specialist Certificate applicants must apply for an interim residency certificate. The limited occupational specialist certificate is a one-time three-year (3) interim certificate. Teachers who possess a limited occupation specialist certificate cannot apply for a professional level certificate at the end of the interim certificate period. Standard and advanced occupational specialist certificate holders may apply for a professional level certificate at the conclusion of the interim certificate period. (___)

04. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued a nonrenewable three-year (3) interim certificate. During the validity period of the interim certificate, the applicant must meet all current requirements listed for the specific certificate and endorsement(s) including the appropriate content, pedagogy, and performance assessments. (___)

05. Foreign Institutions. An educator having graduated from a foreign institution that is listed in the Accredited Degree-Granting Institutions section of the “Accredited Institutions of Postsecondary Education” and having a valid/current teaching certificate/license from the country or province in which the foreign institution is located, may be issued a non-renewable, three-year (3) interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (___)

018 -- 020. (RESERVED)

021. ENDORSEMENTS.

Holders of a Secondary Certificate or a Standard Elementary Certificate, Secondary Certificate, Exceptional Child Certificate, Standard Occupational Specialist Certificate, and or Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (___)
01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education approved alternative clinical experience. (3-12-14)

(BREAK IN CONTINUITY OF SECTIONS)

028. EXCEPTIONAL CHILD CERTIFICATE. (RESERVED)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed; with field work to include an internship and student teaching in a special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (4-4-13)

a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

b. Completion in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

c. Completion of thirty (30) semester credit hours in special education, or closely-related areas, as part of an approved special education program. (3-16-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

03. Early Childhood Special Education Endorsement (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: (4-7-11)

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive language, physical, social and emotional areas, birth through age eight (3-8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children’s behavior; observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8). Parent-teacher relations; and, Field work to include an internship and student teaching at the Pre-K-3 grade. (4-7-11)

04. Hearing Impairment Endorsement (K-12). Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Hearing Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>Completion of a baccalaureate degree from an accredited college or university: (4-11-06)</td>
</tr>
<tr>
<td>b.</td>
<td>Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)</td>
</tr>
<tr>
<td>c.</td>
<td>Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)</td>
</tr>
<tr>
<td>d.</td>
<td>Completion of a program of a minimum of thirty (30) semester credit hours in the area of Hearing Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)</td>
</tr>
<tr>
<td>05.</td>
<td><strong>Visual Impairment Endorsement (K-12)</strong>. Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)</td>
</tr>
<tr>
<td>a.</td>
<td>Completion of a baccalaureate degree from an accredited college or university; (4-11-06)</td>
</tr>
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</tr>
<tr>
<td>d.</td>
<td>Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)</td>
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</table>

**(BREAK IN CONTINUITY OF SECTIONS)****

| 034. | **CERTIFICATION STANDARDS FOR PROFESSIONAL-TECHNICAL EDUCATORS.** Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Secondary Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional Technical Education, and application processes are managed by the Division of Professional Technical Education. (3-16-04) |
| 035. | **DEGREE-BASED PROFESSIONAL-TECHNICAL CERTIFICATION.**

| 01. | **Teacher Preparation Through Degree Program.** Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Science; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization. (3-16-04) |
| 02. | **Professional-Technical Administrator Certificate.** The Professional Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional-technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional Technical Education. (3-16-04) |
a. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary teaching credential. (3-16-04)

b. Provide evidence of a minimum of three (3) years’ teaching in an occupational discipline. (3-16-04)

c. Hold a masters degree and.

(d) Completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional technical education; administration of personnel; and legal aspects of professional technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work based learning programs; and/or measurement and evaluation. (3-16-04)

e. To renew the Professional Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional technical teachers. (3-16-04)

03. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-16-04)

04. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional Technical Education; and Theories of Occupational Choice. (3-16-04)

05. INDUSTRY-BASED PROFESSIONAL-TECHNICAL CERTIFICATION.

Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations Education and to Trade & Industry Education; specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional technical educators who teach courses to 9-12 students. (3-16-04)

01. General Requirements. Applicants must be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-16-04)

a. Have sixteen thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional technical education program. (3-16-04)

b. Have a bachelor’s degree in the specific occupation or related area, plus six thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (3-16-04)

c. Meet one (1) of the following:

(i) Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of
Apprenticeship and Training or an approved State Apprenticeship Agency; 

ii. Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or 

iii. Pass approved industry-related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence.

02. **Limited Occupational Specialist Certificate.** This certificate is issued to individuals who are new to teaching trades and health occupations in public schools. The certificate is valid for three (3) years. 

   a. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional Technical Education and an approved course in professional technical methods and student assessment. 

   b. Complete a new teacher induction workshop at the state or district level. 

   c. File a Professional Development Plan with the State Division of Professional Technical Education. 

   d. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education.

03. **Standard Occupational Specialist Certificate.** This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof and file a Professional Development Plan for the next certification period. 

04. **Advanced Occupational Specialist Certificate.** This certificate is issued to individuals who meet all the requirements outlined below: 

   a. Meet the requirements for the Standard Occupational Specialist Certificate; 

   b. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and 

   c. File a new Professional Development Plan for the next certification period. 

   d. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period.

0374.--041. (RESERVED) 

042. ALTERNATE ROUTES TO CERTIFICATION, 
The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho
without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Para-Educators, individuals who are currently certificated to teach but who are in need of emergency certification in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Applicants completing an approved alternative route to authorization may be granted an Idaho interim residency certificate and are subject to all of the requirements of the interim certificate as provided for in Section 017.

04301. Alternative Authorization -- Teacher To New Certification. The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for up to three (3) years and is nonrenewable.

01.a. Initial Qualifications. Prior to application, a candidate must hold a Bachelor’s degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must provide supportive information attesting to the ability of the candidate to fill the position.

02.b. Alternative Route Preparation Program.

01. Option I - Teacher to New Certification/Endorsement.

i. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. Candidate must complete a minimum of nine (9) semester credits annually to be maintain eligibility for extension of up to a total of three (3) years.

ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.

iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein.

02. Option II - National Board (endorsement only). By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area.

03. Option III - Master’s degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate.

04. Option IV - Testing and/or Assessment (endorsement only). Two (2) pathways are available to some teachers, depending upon endorsement(s) already held.

i. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1)-year state-approved mentoring component.

ii. Pathway 2 - Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment.

04402. Alternative Authorization -- Content Specialist. The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for three (3) years and is nonrenewable.
01. Initial Qualifications. (3-20-04)

ai. Prior to application, a candidate must hold a Bachelor’s degree or have completed all of the requirements of a Bachelor’s degree except the student teaching or practicum portion. (4-4-13)

bii. The candidate shall meet enrollment qualifications of the alternative route preparation program. (3-20-04)

02. Alternative Route Preparation Program -- College/University Preparation. (3-20-04)

ai. A consortium comprised of a designee from the college/university to be attended, and a representative from the school district, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one (1) classroom observation per month until certified. (3-20-04)

bii. Prior to entering the classroom, the candidate completes eight (8) to sixteen (16) weeks of accelerated study in education pedagogy. (3-20-04)

eiii. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions to receive a recommendation for full certification. (3-20-04)

div. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences. (3-20-04)

ey. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment. (3-20-04)

04503. Non-traditional Route To Teacher Certification. An individual may acquire interim certification as found in Section 0156 of these rules through an approved non-traditional route certification program. (3-20-14)

04. Approval of the Program. The State Board of Education must approve any non-traditional route to teacher certification. The program must include, at a minimum, the following components: (3-20-14)

ai. Preassessment of teaching and content knowledge; (4-6-05)

bii. An academic advisor with knowledge of the prescribed instruction area; and (4-6-05)

ciii. Exams of pedagogy and content knowledge. (4-6-05)

02. Eligibility. Individuals who possess a bachelor’s degree or higher from an institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-20-14)

03. Requirements for Completion. To complete this non-traditional route, the individual must: (3-20-14)

ai. Complete a Board approved program; (4-6-05)

bii. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

eiii. Complete the Idaho Department of Education Criminal History Check. (4-6-05)

04. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education’s Bureau of Certification and Professional Standards. The term of the interim certification shall be three (3) years. Idaho residency certificate. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver.
one (1) year extension to complete the final year of their mentoring program for full professional certification. All laws and rules governing the fully certified teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under an interim residency certificate. (3-20-14)(____)

05g. Interim Certificate Not Renewable. Interim Certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain full Idaho Teacher Professional Certification during the three (3) year interim certification term. (4-6-05)(____)

06f. Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)(____)

046. (RESERVED)

04704. Alternative Authorization - Pupil Personnel Services. The purpose of this alternative authorization is to allow Idaho school districts to request emergency endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the School Nurse endorsement. The requirements for this endorsement are already defined in Subsection 027.03, of these rules. (4-2-08)

04a. Term of Validity. Alternative authorization in this area is valid for three (3) years and will be reviewed annually and is nonrenewable. (4-2-08)(____)

02b. Initial Qualifications. The applicant must complete the following: (4-2-08)(____)

ai. Prior to application, a candidate must hold a Masters degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and

bii. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

03g. Alternative Route Preparation Program. (4-2-08)

ai. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. (4-2-08)

bii. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

eiii. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

div. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

0483. -- 059. (RESERVED)

(BREAK IN CONTINUITY OF SECTIONS)

066. FEES.
The state department of education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor and the performance rating of each component on the statewide performance evaluation system. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)(____)

01. Initial Residency Certificate. All types, issued for five three (53) years -- seventy-five dollars ($75). (3-16-04)(____)

02. New or Renewal Certificate. All types, issued for five (5) years -- seventy-five dollars ($75). (3-16-04)(____)
03. **Alternate Route Authorization.** All types, issued for one (1) year -- one hundred dollars ($100). (3-16-04)

04. **Additions, Changes, or Late Fees During the Life of an Existing Certificate.** Twenty-five dollars ($25).

05. **To Replace an Existing Certificate.** Ten dollars ($10). (3-16-04)

(BREAK IN CONTINUITY OF SECTIONS)

120. **LOCAL DISTRICT EVALUATION POLICY -- TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.**

Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. **Summative evaluations based on the Idaho state performance evaluation system must include observations completed by two (2) observers who have proof of proficiency in evaluating teacher performance as stated in Subsection 121.05 of these rules. One (1) of the observations may be conducted through video.** (3-20-14)

01. **Standards.** Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. Those domains and components include:

   a. **Domain 1 - Planning and Preparation:**
   
   i. Demonstrating Knowledge of Content and Pedagogy;
   
   ii. Demonstrating Knowledge of Students;
   
   iii. Setting Instructional Outcomes;
   
   iv. Demonstrating Knowledge of Resources;
   
   v. Designing Coherent Instruction; and
   
   vi. Designing Student Assessments.

   b. **Domain 2 - The Classroom Environment:**
   
   i. Creating an Environment of Respect and Rapport;
   
   ii. Establishing a Culture for Learning;
   
   iii. Managing Classroom Procedures;
   
   iv. Managing Student Behavior; and
   
   v. Organizing Physical Space.

   c. **Domain 3 - Instruction and Use of Assessment:**
PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 14, 2014

i. Communicating with Students; (3-29-12)
ii. Using Questioning and Discussion Techniques; (3-29-10)
iii. Engaging Students in Learning; (3-29-10)
iv. Using Assessment in Instruction; and (3-29-10)
v. Demonstrating Flexibility and Responsiveness. (3-29-12)
d. Domain 4 - Professional Responsibilities: (3-29-10)
i. Reflecting on Teaching; (3-29-10)
ii. Maintaining Accurate Records; (3-29-10)
iii. Communicating with Families; (3-29-10)
iv. Participating in a Professional Community; (3-29-12)
v. Growing and Developing Professionally; and (3-29-10)
vi. Showing Professionalism. (3-29-10)

02. Professional Practice. For evaluations conducted on or after July 1, 2013, all certificated instructional employees must receive an evaluation in which at least sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition. The measures included within the Professional Practice portion of the evaluation shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations:
a. Parent/guardian input; (3-20-14)
b. Student input; and/or (3-20-14)
c. Portfolios. (3-20-14)

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-20-14)

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-20-14)

05. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following
information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement. (3-20-14)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For certificated instructional staff, a minimum of two (2) documented classroom observations shall be included as one (1) source of data. At least one (1) of those observations must be completed prior to January 1 of each year. Parent/guardian input, student input and/or portfolios shall be considered. (3-20-14)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual’s contract or to renew an individual’s contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-20-14)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district’s personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings. (3-20-14)

n. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 1, 2013, districts shall have established an individualized teacher evaluation rating system with a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including:

i. Unsatisfactory being equal to “1”; (3-20-14)
ii. Basic being equal to “2”; and

iii. Proficient being equal to “3”.

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis.

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)
Tiered Certification (Licensure)
Obtaining Residency Certificate

- Institutional recommendation from a state approved educator preparation program:
  - A performance evaluation with basic or higher ratings in all 22 components of the Idaho state evaluation framework
  - Individualized Learning Plan
  - Student Learning Objectives or Measurable Student Achievement
Residency Certificate

- 3 year non-renewable certificate
- Professional Development in Years 1-3 includes:
  - Year 1 – intensive mentoring (paid from leadership premium pool)
  - Year 2 – mentoring at a lesser level (paid from leadership premium pool)
  - Year 3 – independent practice
Qualification for Professional Certificate

- Teacher can apply after year 3 if he/she meets the following criteria:
  - For 2 of 3 years, including the final year prior to applying:
    - Demonstrated teaching proficiency on the Idaho state performance evaluation framework:
      - Must have 16 or more elements marked as Proficient or higher
      - No more than 6 elements marked as Basic
        - No more than 2 elements marked as Basic in Domain 1 or 4
        - No more than 1 element marked as Basic in Domain 2 or 3
      - No elements marked as Unsatisfactory
    - Increased Student Achievement/Growth (as defined in Appendix A)
  - Annual Individualized Professional Learning Plan (framework developed at district level based on identified areas of growth from the annual evaluation)
Contingencies

- If a teacher cannot meet the criteria to qualify for a Professional Certificate within 3 years, he/she has the opportunity to return to a higher education institution for instruction in the area of non-proficiency. The teacher would not be certificated during this time period.

- If successful in completing the higher education instruction, the teacher can re-apply for a Residency Certificate.

- A teacher would not be eligible for a continuing contract until he/she qualifies for the Professional Certificate.

- A teacher may “bank” one year of combined proficiency and student achievement, and may apply for a Professional Certification once he/she meets the qualification requirements.
Professional Certificate Renewal

- 5 year renewal
  - Meet current credit requirement (IDAPA 08.02.02.)
  - For 3 of 5 years, one of which must be the 4th or 5th year, achieve the following:
    - Demonstrated teaching proficiency on the Idaho state performance evaluation:
      - Must have 18 or more elements marked as Proficient
      - No more than 4 elements marked as Basic
        - No more than 2 elements marked as Basic in Domain 1 or 4
        - No more than 1 element marked as Basic in Domain 2 or 3
      - No elements marked as Unsatisfactory
    - Increased Student Achievement/Growth (as defined in Attachment A)
  - Annual Individualized Professional Learning Plan
    (framework developed at district level based on identified areas of growth from the annual evaluation)
Contingencies

- If a teacher does not meet these criteria, he/she is moved to a Contingent Professional Certificate.
  - The teacher will be placed on an improvement plan. The improvement plan will include peer assistance and, if appropriate, intervention courses from higher education institutions.
  - Contingent status on Professional Certificate removed once Professional Certificate renewal requirements are satisfied at next renewal.

- Any teacher with a Contingent Professional Certificate is not eligible for a leadership premium, other than those currently serving in a “Hard to Fill” position.

- Any teacher with a Contingent Professional Certificate is not eligible to move to Master Professional Certificate at next renewal.
Qualification for Master Professional Certificate

- 5 year renewable
  - Meet current credit requirements
  - A minimum of 8 years teaching experience as certificated employee, the last 5 of which must be with standard Professional Certificate
  - For 3 of 5 years, one of which must be the 4th or 5th year, must achieve the following:
    - Student achievement/growth
      - 60 percent of students must meet or exceed growth targets
    - Demonstrated Teacher Proficiency on the Idaho state performance evaluation framework:
      - No elements marked as basic
      - No less than 6 distinguished ratings
        - 4 out of the six must be in Domains 2 and 3
Qualification for Master Professional Certificate (Continued)

- For last 5 years:
  - No District Performance Improvement Plan or Probation
  - No elements marked as Unsatisfactory on state performance evaluation
  - Annual Individualized Professional Learning Plan (framework developed at district level with based on identified areas of growth from the annual evaluation)
Additional Master Professional Provisions

- Upon renewal, individuals who cannot meet Master Professional Certificate requirements will be granted a standard Professional Certificate.

- Upon renewal, individuals who cannot meet Master Professional or standard Professional Certificate requirements will be granted a Contingent Professional Certificate, and will be subject to the requirements associated with that certificate.
Summative Evaluations

- Summative evaluations based on Idaho state performance evaluation framework must include observations completed by two observers who have proof of proficiency in evaluating teacher performance as stated in IDAPA 08.02.02.121.05.c.
  - Second observation may be conducted through video
Certification Appeal Process

- Appeals regarding certification will be conducted by the Professional Standards Commission.
- Appeals are made at the time of renewal or new certification.
- Only the process as it applies to certification/recertification is appealable.
Out-of-State Teachers

- Less than 3 years of experience:
  - 3 Year Interim Residency Certificate (non-renewable)
  - To qualify for a Professional Certificate:
    - Must meet Idaho’s proficiency and student growth qualification requirements
    - May provide out-of-state evidence of proficiency and student growth comparable to Idaho requirements
    - Must meet Idaho’s qualification requirements for at least one year while teaching in Idaho
  - If a teacher fails to qualify for a Professional Certificate, the Interim Residency Certificate expires and the teacher is subject to provisions applicable to Residency Certificate holders who fail to meet Professional Certificate requirements
Out-of-State Teachers

- 3 or more years of experience:
  - 3 Year Interim Professional Certificate (non-renewable)
  - To qualify for a Professional Certificate:
    - Must meet Idaho’s proficiency and student growth qualification requirements
    - May provide out-of-state evidence of proficiency and student growth comparable to Idaho requirements
    - Must meet Idaho’s qualification requirements for at least one year while teaching in Idaho
  - If a teacher fails to qualify for a Professional Certificate, the Interim Professional Certificate expires and the teacher is subject to provisions applicable to Residency Certificate holders who fail to meet Professional Certificate requirements
Out-of-State Teachers

- 8 or more years of experience
  - To receive a 3 Year Interim Master Professional Certificate (non-renewable)
    - Must show proof of meeting Master Professional Certificate proficiency and student growth requirements through comparable out-of-state evidence, or
    - Must hold a Master (tier 3 or equivalent) certificate in current certifying state
Interim Master Professional Certificate Holders

- Must meet proficiency and student achievement requirements in 2 of 3 years, including the final year, in Idaho to receive an Idaho Master Professional Certificate.
- If a teacher holding an Interim Master Professional Certificate does not meet the Master Professional Certificate requirements he/she may receive a Professional Certificate, provided he/she meets the Professional Certificate requirements.
- If a teacher does not meet the Professional Certificate requirements he/she would receive a Contingent Professional Certificate.
Leave of Absence

- Teachers who are granted a district approved leave of absence from teaching for 1 or more years may receive a maximum 1 year extension to their renewal time frame.

- Teachers must notify the Certification Department they have an approved leave of absence from the school district.

- Renewal timeframe may be extended to 2 years if the purpose of the leave is to serve in a district approved position.

- In the event of military leave, the renewal timeframe may be extended to a timeframe equivalent to the military obligation.
Inactive Status

- Applies to certificate holders who are no longer in the classroom.
- During inactive status, the teacher must maintain credit renewal requirement.
- Must complete required courses prior to returning to active status.
- Upon return to active status, the teacher is placed at year 1 of standard Professional Certificate, provided any contingencies applicable at the time the individual became inactive shall apply upon reactivation.
- Must apply for inactive certificate status prior to or at the time of current certificate renewal.
Exceptional Child Certification
Teacher/Librarian Endorsement
Gifted and Talented Endorsement

- Teachers with above certifications and endorsements participate in the tiered licensure model
Pupil Personnel Services Certification

- Includes Nurses, Audiologists, Psychologist's, etc. (IDAPA 08.02.02.027)
- Separate from teachers for purposes of evaluation and funding
- Reclassify as “School Support Specialists”
- School Support Specialists could also include IT, purchasing agents, fiscal agents, other specialty and classified administrative personnel
Appendix A
Student Achievement/Growth

Statement of Increased Student Achievement/Growth:

“For movement to a Professional Certificate and maintenance of a Professional Certificate: At least three assessments must be used in demonstration of a teacher’s student achievement. Of those three, the Idaho Reading Indicator [IRI] and the Statewide standards achievement test must be included as applicable. Student Learning Objectives, including pre and post assessment for student learning must be included for non-tested (SBA IRI) subjects. Other measures shall be chosen at the district level, selected from the attached list. The majority of student achievement evaluation shall be based on student growth.”
Student Achievement/Growth List

- Statewide standards achievement test (e.g. Smarter Balanced Assessment)
- Student Learning Objectives (includes pre and post assessments)
- Formative assessments
- Teacher-constructed assessments of student growth
- Pre and Post Tests
- Performance-based assessments
- Idaho Reading Indicator
- PSAT/SAT
- District-adopted assessment
- End of Course exams
- ACT
- Advanced Placement Exams
- International Baccalaureate
- ISAT Science
- Professional-Technical Exams
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DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT
Proposed Rule – Docket 55-0104-1401

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section IV.E.2. Section 33-1629, Idaho Code

BACKGROUND/DISCUSSION
The Idaho Legislature enacted Idaho Code Section 33-1629, Agricultural and Natural Resource Education Programs during the 2014 session. The purpose of this section is to establish (1) Idaho Quality Program Standards Incentive Grants, and (2) Agricultural Education Program Start-Up Grants.

Idaho Code Section 33-1629 requires the State Board for Professional-Technical Education to adopt rules to implement the Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants.

The Division of Professional-Technical Education entered into negotiated rulemaking that included formal and informal meetings with agricultural and natural resources stakeholders from education, industry, and agricultural-related agencies. Consensus was built on key elements of the attached rules, including award amounts, eligibility, and use of funds.

IMPACT
Implementation of the Idaho Quality Programs Standards Incentive Grants and Agricultural Education Program Start-Up Grants

ATTACHMENTS
Attachment 1 – Proposed Rule IDAPA 55.01.04 Page 3
Attachment 2 – Idaho Agricultural Education Quality Program Standards Page 9
Attachment 3 – Board Policy IV.E. – Division Of Professional-Technical Education -1st Reading Page 18
Attachment 4 – Section 33-1629, Idaho Code Page x

STAFF COMMENTS AND RECOMMENDATIONS
Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.
Staff recommends approval.

BOARD ACTION


Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to approve the Idaho Agricultural Education Quality Program Standards as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to approve the first reading of amendments to Board Policy IV.E. Division of Professional-Technical Education, incorporating the Idaho Agricultural Education Quality Program Standards by reference as submitted in Attachment 3.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
55.01.04 - Rules Governing the Idaho Quality Program Standards Incentive Grants and the Agricultural Education Program Start-Up Grants

000. LEGAL AUTHORITY
This chapter is adopted under authority of Section 33-1629, Idaho Code.

001. TITLE AND SCOPE

01. Title. The title of this chapter is IDAPA 55.01.04, “Rules Governing Idaho Quality Program Standards Incentive Grants and the Rules Agricultural Education Program Start-Up Grants.”

02. Scope. These rules shall govern the standards and procedures for application to the Idaho Quality Program Standards Incentive Grants and the Agricultural Education Program Start-up Grants as administered by the Idaho Division of Professional-Technical Education.

002. WRITTEN INTERPRETATIONS
In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rule of this chapter will be made available at the Idaho Division of Professional-Technical Education.

003. ADMINISTRATIVE APPEALS
All appeals under these rules shall be conducted pursuant to the procedures outlined herein.

004. INCORPORATION BY REFERENCE.
There are no documents that have been incorporated by reference into these rules.

005. OFFICE INFORMATION

01. Office Hours. The offices of the Division of Professional-Technical Education are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays.

02. Street Address. The offices of the Division are located at 650 W. State Street, Boise, Idaho.

03. Mailing Address. The mailing address of the Division is P.O. Box 83720, Boise, ID 83720-0095

04. Telephone Number. The telephone number of the Division is (208) 334-3216

05. Facsimile. The facsimile number of the Division is (208) 334-2365

06. Website. The website of the Division is http://pte.idaho.gov/

006. PUBLIC RECORDS ACT COMPLIANCE
These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code.

007-009. RESERVED
010. DEFINITIONS

01. Administrator means the administrator for the Division of Professional-Technical Education.

02. Agricultural and Natural Resources Program means a program approved by the Division of Professional-Technical Education that is a standards-based curriculum in agriculture, food and natural resources systems delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership and personal development.

02. Board means the State Board for Professional-Technical Education.

03. Division means the Division of Professional-Technical Education.

04. FTE means a Full Time Equivalent employee.

05. School District or District means public school district or a charter school authorized by the Public Charter School Commission or school district.

011. – 099. (RESERVED)

100. INCENTIVE GRANT

01. Eligibility Requirements. Eligible applicants must meet quality program and instructor requirements as approved by the board. Applicants may re-apply each year regardless of whether they have received a previous grant award.
   a. An agricultural and natural resources program in any grade 9 through 12 must first meet the minimum program-specific quality program standards as approved by the board.
   b. Programs will be rated on a scale consisting of “non-existent,” “below basic,” “basic,” “qualified,” “distinguished,” and “exemplary.” Eligibility requires that the program must meet each of the program quality indicators at the level of “basic” or higher. Programs must also have an overall average rating of no less than “distinguished” for all program-specific quality standards. This average will be calculated using the quality indicators within each standard. Programs that do not meet the minimum quality standards requirements in one year may be found eligible in subsequent year. Programs will be assessed by the division.
   c. Instructors must teach in an agricultural and natural resources program that meets the quality program standards and must also meet the instructor-specific quality program standard as approved by the board.
   d. Instructors will be rated on a scale consisting of “non-existent,” “below basic,” “basic,” “qualified,” “distinguished,” and “exemplary.” Eligibility requires that the instructor must meet each of the program quality indicators at the level of “basic” or higher. Instructors must also have an average rating of no less than “distinguished” for all
instructor-specific quality indicators. Instructors that do not meet the minimum quality standards requirements in one year may be found eligible in subsequent year. All instructors of agricultural and natural resources programs in grades 9 through 12 are eligible to apply for the grant.

e. Payments to districts will be adjusted according to the percent of time an instructor teaches within an approved agricultural and natural resources program.

f. Should the division request additional information from a school district regarding a grant application, districts must respond to the request within the time period indicated. Failure to respond will result in the cancellation of the application and/or the forfeiture of the grant.

02. Application Process. The application process consists of a formal application and assessment.

a. To be considered for the grant, a school district must first complete and submit a formal application and supporting documentation on behalf of an instructor for an approved program according to the timeline established by the administrator. Applications may be submitted electronically to the division. In the event of a mailed application, applications must be postmarked no later than the timeline specified by the division. Instructors may not apply on their own behalf.

b. Following the receipt of an application, the division will conduct an assessment of the program and instructor to ensure they both meet the minimum eligibility requirements, as outlined in the quality program standards. At the administrator’s discretion, the division may partner with additional subject-matter experts to assist in the evaluation. Assessments will be conducted each school year the instructor and program participate in the grant program. Districts will only be eligible to apply for the grant during the academic year the program received an assessment. Prior assessments cannot be used for subsequent grant applications.

03. Selection of Grant Recipients. Grants will be awarded annually based on the availability of grant funds and the number of qualified applicants. Grants will be awarded to applicants based on ranking in accordance with the following criteria:

a. Applicants will be ranked according to their overall score. Scores will be calculated using the sum of:

i. the average score of the program quality indicators, and;

ii. the average score of the instructor-specific program quality indicators.

04. Incentive Grant Award.

a. Announcement of the grant award will be made following administrator approval through the distribution of a funding authorization letter. Prior to the distribution of the letter, the division will verify that the grant recipient continues to teach at the same school, in the same agricultural and natural resources program, and at the same FTE level as indicated on the formal application.

b. The total number of recipients will vary by year in accordance with the availability of funds and the qualifications of the applicant pool. Awards will be in the amount of $10,000 until available funds are exhausted or all qualified recipients have been awarded the grant. Grants may be less than $10,000 when certain conditions exist:
i. Tied ranking. In the event of a tie, and in those instances where the number of qualified applicants exceeds the available funds, grants will be awarded evenly among those recipients with a tied score.

ii. Less than full-time employment in an approved program. Grants will be awarded using FTE to calculate the percent of time an instructor spends teaching within an approved agricultural and natural resources program. In the event an instructor teaches in an approved program in less than a full-time capacity, grants will be pro-rated according to the percent of time the instructor spends teaching in the approved program.

c. Grants are awarded on an annual basis and are not renewable or transferrable.

d. The use of grant funds must be in accordance with division guidelines and must be clearly linked to the agricultural and natural resources program identified on the formal application.

e. Grant funds may be used to improve the agricultural and natural resources program, including but not limited to:
   i. offset travel and registration fees associated with educational workshops and/or professional training on behalf of the instructor;
   ii. purchase or repair equipment; or
   iii. purchase educational supplies/curricula.

f. Grant funds may not be used to:
   i. cover the costs of salaries and/or benefits, including extended contracts;
   ii. offset expenses associated with the FFA organization or other student organizations; or
   iii. supplant other district funding sources, e.g. routine facility maintenance or improvements.

101—199. (RESERVED)

200. START-UP GRANT

01. Eligibility Requirements. A school district may apply for a start-up grant for a newly-approved agricultural and natural resources program or to re-establish an agricultural and natural resources program in any grade 9 through 12 when specific eligibility requirements are met. Districts are only eligible to apply for the grant in the fiscal year their program is approved or re-established.

   a. To start a new program, districts are required to first complete a request for new secondary program of study form for a new agricultural and natural resources program in one of the specified grades. The new agricultural and natural resources program must then be approved by the division prior to application for the grant. Expansions of existing programs, including the addition of new career pathways or additional staff, do not qualify as a new program.
b. To re-start a program, districts are required to first complete a Request for New Secondary Program of Study form to re-establish an agricultural and natural resources program in any grade 9 through 12. The re-established agricultural and natural resources program must then be approved by the division prior to application for the grant. The re-established program must have been inactive for at least two academic years to qualify for the grant.

02. Application Process. A school district may submit an application for a new or re-established program. Completed applications, which must be authorized by the district superintendent, must be submitted to the division according to the timeline established by the administrator. In the event of a mailed application, the application must be postmarked no later than the timeline specified.
   a. Applications must include all required information outlined in the grant application, including specific documents detailing the district’s proposed budget and long-term strategy for sustaining the program.
   b. Communication with state officials. Should the division request additional information from a district regarding a grant application, districts must respond to the request within the time period indicated. Failure to respond will result in the cancellation of the application and/or the forfeiture of the grant.

03. Selection of Grant Recipients. Grants will be awarded annually by the division based on the availability of grant funds and the number of qualified programs. Grants will be awarded to districts based on ranking and priority that considers factors including but not limited to: the strength of the budget proposal, sustainability potential of the proposed program, and the history of prior grant awards.

04. Start-up Grant Award. Announcement of the grant award will be made following administrator approval through the distribution of a funding authorization letter. The total number of recipients will not exceed four awards annually, and may vary by year in accordance with the availability of funds and the qualifications of the applicant pool. Awards will be in the amount of $25,000 until available funds are exhausted or all qualified recipients have been awarded the grant.
   a. Grants are awarded on a one-time basis and are not renewable or transferrable. If a district is awarded the grant for a new program, the program is ineligible for future awards should the program terminate and then be re-established.
   b. Use of grant funds must be in accordance with division guidelines and must be clearly linked to the agricultural and natural resources program identified on the formal application. If a district fails to spend the entire award amount, those funds may not be carried forward to the next fiscal year.
   c. Grant funds may be used to improve the agricultural and natural resources program, including but not limited to:
      i. offset travel and registration fees associated with educational workshops and/or professional training on behalf of the instructor;
      ii. purchase or repair equipment; or
      iii. purchase educational supplies/curricula
iv. start-up costs, up to $1,000, associated with establishing a new chapter of FFA or other relevant student organization

d. Grant funds may not be used to:
   i. cover the costs of salaries and/or benefits, including extended contracts;
   ii. offset ongoing expenses associated with the FFA organization or other student organizations; or
   iii. supplant other district funding sources, e.g. routine facility maintenance or improvements

201-299 (RESERVED)

300. Payments. Payment of grant funds will be made to the district using a reimbursement process. For grants awarded under section 100, funds will be made to the district on behalf of the instructor. To receive reimbursement for eligible expenses, school districts must submit a reimbursement request no later than July 15 each year for the preceding school year, but may request reimbursement as costs are incurred.

301. Appeals. Any grant applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The grant applicant or recipient must appeal in writing no later than thirty (30) days following the announcement of the award, and the written statement must include the basis for the appeal. The appeal must be submitted to the administrator. The division shall acknowledge receipt of the appeal within seven (7) days. The administrator may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) agricultural and natural resources professional.

01. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the administrator within fifteen (15) days from the time the subcommittee receives the appeal document. The grant applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal.

02. Following the subcommittee’s decision, the administrator will present the subcommittee’s recommendation to the board at the next regularly scheduled meeting of the board. The grant applicant or recipient initiating the appeal may, at the discretion of the board, be permitted to make a presentation to the board.

03. The decision of the board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the board. The board will inform the incentive grant applicant or recipient in writing of the decision of the board.
Idaho
Agricultural Education Quality Program Standards

This document was prepared and reviewed by representatives of:

Idaho Team Ag Ed
Idaho Division of Professional-Technical Education
Idaho Vocational Agriculture Teachers Association
Department of Agricultural Education & 4-H Youth Development, University of Idaho

INTRODUCTION
The Idaho Agricultural Education Quality Program Standards are a result of a need to provide a consistent delivery of high quality agricultural education programs across the state of Idaho focused on relevant instruction, rigorous clear goals, continuous program improvement and the development of essential skills for student success. Input from local and state leaders was sought and obtained regarding the qualities of highly successful agricultural education programs.

The Idaho Agricultural Education Quality Program Standards are designed to be used by the local instructor(s), administration, community partners and/or stakeholders, advisory council, FFA Alumni and/or an external assessment team to conduct an evaluation of the local agricultural education program and develop clear goals and objectives for program improvement. The local self-assessment or evaluation will serve as the basis for further review by the State Division of Professional-Technical Education in determining how well an agricultural education program meets the Idaho Agricultural Education Quality Program Standards.

During the 2014 sixty-second Legislative regular session, Senate Bill 1275 was passed to amend Chapter 26, Title 33 of the Idaho Code to establish provisions relating to the Idaho Quality Standards Incentive Grants and direct the State Board of Professional-Technical Education to adopt and implement the Idaho Agriculture Education Quality Program Standards.

The Idaho Agriculture Education Quality Program Standards comprise seven main areas dealing with the school based agricultural education program and the agricultural education instructor. Standards 1 – 6, address the agricultural education program and standard 7 addresses the agricultural education instructor. Each standard and standard statement is followed by a series of quality indicators which further define or assess the standard or standard statement.

Local Program Success materials found in the National FFA Local Program Resource Guide may provide additional tools, resources and information to help agricultural education programs meet the standards and standard statements in this document.
Standard 1: Program Planning, Design & Curriculum

**Standard Statement:**
A standards-based curriculum in Agriculture, Food & Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership & personal development.

**Quality Indicators:**

1. The agricultural education curriculum includes: 1.) approved Ag/NR courses; 2.) course names & descriptions; 3.) course objectives/ competencies; 4.) course sequences, 5.) course prerequisites, 6.) staffing assignments for all courses.

2. The Program of Study (POS) offered by the program is cross-walked/aligned to the Idaho Department of Education (SDE) academic content standards and references the Idaho Core Standards.

3. Experiential learning (SAE) is integrated throughout the instructional program.

4. Student leadership & personal development (FFA) is integrated throughout the instructional program.

5. The agricultural education program consults with an advisory board, recognized by the local board of education, with current constitution and bylaws on program planning, design and curriculum.

6. The agricultural education program provides students with “value added” components to enhance their ability to be either college or career ready.
Standard 2: Instruction & Assessment

Standard Statement:
Programs promote academic achievement and skill development of all students through year-round instruction using multiple methods to assess student learning that illustrates academic achievement and skill development.

Quality Indicators:

1. Instructional activities throughout the year are balanced between classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA).

2. Course instructional outlines are documented and based upon an approved Program of Study (POS).

3. Instruction reinforces written objectives and appropriate assessments aligned to relevant and rigorous academic content and Idaho Core standards. The instructor uses multiple instructional strategies for varied student learning styles and incorporates real-life experiences to facilitate learning.

4. The instructional program uses a variety of current instructional materials, equipment, techniques, technology and community-based resources.
Standard 3: Facilities & Equipment

**Standard Statement:**
The facilities and equipment support implementation of the agricultural education program and curriculum by providing all students opportunities for the development and application of knowledge and skills. (Facilities are defined as classroom, agricultural education science laboratory, computer laboratory, wood and metal shop, greenhouse, head house, land laboratory, livestock facilities, storage areas and office).

**Quality Indicators:**

1. Facility size, layout, storage and labs provide for effective delivery of the courses offered and student enrollment.

2. Facility is clean, organized, and maintained to provide an environment conducive to learning.

3. Facility meets existing local, state, and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.

4. Idaho Building Safety Inspection (IBSI) has been conducted on the facility, equipment and tools with all defective items removed, repaired, or replaced.

5. Current equipment is available and maintained and adequate consumable supplies are provided annually to deliver instruction.

6. Current technology is available, maintained, and updated to offer high quality instruction and support experiential learning and student leadership development.
Standard 4: Experiential Learning

**Standard Statement:**
Education is enhanced through active participation by all students in a year-round experiential learning program that is planned, developed and managed by the student with instruction and support by the agriculture instructor.

**Quality Indicators:**

1. All students have experiential learning programs based on career pathways/clusters/interests and agricultural education curriculum standards.

2. Continuous instruction and supervision of student experiential learning programs are provided by the agriculture instructor throughout the calendar year.

3. Students have comprehensive experiential learning programs that show evidence of continuous improvement.

4. The agricultural education program consults with an advisory board, recognized by the local board of education, with current constitution and bylaws on experiential learning.
Standard 5: Leadership Development

**Standard Statement:**
All students participate in year-round intra-curricular agricultural education student organization programs and activities.

**Quality Indicators:**

1. The FFA chapter annually plans and implements a Program of Activities (POA) and reviews and approves Chapter constitution and/or bylaws.

2. The agricultural education program students participate in FFA programs and activities and have a progressive plan for leadership and personal development.

3. The FFA chapter conducts and/or participates in local activities and events.

4. The FFA chapter participates in district, state and national activities.

5. Students who are FFA members show evidence of continuous improvement by achieving advanced degrees based on the SAE program and FFA participation.

6. The agricultural education program consults with an agricultural education advisory board, recognized by the local board of education, with current constitution and bylaws on leadership development.
Standard 6: Partnerships & Marketing

**Standard Statement:**
Key stakeholders are continually engaged, consulted and invested in the agricultural education program.

**Quality Indicators:**

1. School and community partners (School Board, Administration, agriculture advisory board, Alumni, parents, media, decision makers, agricultural industry leaders and community) are familiar with the agricultural education model (classroom, SAE and FFA), are involved in shaping and strengthening the program and promoting program accomplishments and success.

2. Agricultural education program stakeholders and supporters are recognized for their support of the agricultural education program.

3. Community volunteers (FFA Alumni or others) are organized and involved in supporting the agricultural education program.

4. The agricultural education program provides relevant data/information to key stakeholders and other entities.

5. A recruitment and retention plan is annually developed and implemented for prospective and current students.

6. Follow-up data is collected and maintained on all agriculture program graduates.
Standard 7: Certified Agricultural Education Instructor and Professional Growth

**Standard Statement:**
Competent and certified agricultural education instructor provides the core of the program.

**Quality Indicators:**
1. The agricultural education instructor has current Idaho certification to teach agriculture and has advanced training to enhance instruction in the agricultural education program.

2. The agricultural education instructor provides student instruction and supervision throughout the year in classroom & laboratory, experiential learning (SAE) and leadership & personal development (FFA).

3. The agricultural education instructor demonstrates effectiveness in quality teaching that promotes student growth.

4. The agricultural education instructor practices classroom management that maximizes time-on-task and minimizes disruptive behaviors.

5. The agricultural education instructor demonstrates effectiveness involving experiential learning (SAE) activities that promotes student growth.

6. The agricultural education instructor demonstrates effectiveness involving leadership and personal development (FFA) activities that promotes student growth.

7. The agricultural education instructor demonstrates professional growth through activities to promote knowledge of content, instructional strategies, industry practices, and instructor leadership roles.

8. The agricultural education instructor is an active member in local, state and national professional education associations.
Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: E. Division of Professional-Technical Education

1. Purpose.

The Division of Professional-Technical Education provides leadership and coordination for programs in professional-technical education in various parts of the state. The general purposes are to carry out the governing policies of the Board and the applicable provisions of state and federal legislation.

2. Delegation of Authority

The Board delegates to the state administrator of professional-technical education, the chief executive officer of the statewide system, the responsibility to supervise and manage professional-technical education in Idaho. The division administrator shall report to the Board through the Executive Director. The Board has the power to name a president of Eastern Idaho Technical College who may perform such duties as delegated by the Board. For purposes of accreditation the EITC President shall be the CEO of the institution. The state administrator is responsible for the preparation and submission, through the Executive Director, of an agenda for matters related to professional-technical education for Board review and action.

3. Functions

The Professional-Technical Education Division provides statewide leadership, administration, supervision, planning, and coordination for professional-technical education activities in Idaho. The major functions include:

a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for professional-technical education and the programs offered in accordance with applicable state and federal legislation.

b. Eastern Idaho Technical College: assist in the delivery of professional-technical programs and courses consistent with the role and mission of the college, assist the EITC President with the programmatic affairs of the college, supervise the budgetary affairs of the college as part of the professional-technical education budget, and in cooperation with the EITC president, to recommend appointment of advisory committee representatives to the State Board.

c. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the maintenance and implementation of professional-technical education programs including support and leadership for student organizations and education equity.
d. Planning: assisting local agencies in the development of annual plans and data collection and analyzing services for the establishment of a Five-Year Plan, annual plans, and accountability reports from the local educational agencies.

e. Evaluation: conducting and coordinating professional-technical education evaluations in accordance with state and federal guidelines to monitor program activities to determine the status of program quality in relation to established standards and access.

f. Budget Preparation: preparing annual budgets and the maintenance of a statewide finance and accountability system.

g. Program and Professional Improvement: through its professional staff, initiating and coordinating research, curriculum development, and staff development statewide.

h. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.

i. Coordination: providing liaison with related state agencies and organizations, the State Advisory Council, business and industry, and community-based organizations.

4. Organization.

The programs and services of the state division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho, the Northwest, and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include: (1) Agriculture; (2) Marketing and Multi-Occupations; (3) Health Occupations; (4) Industrial Arts; (5) Home Economics; (6) Business and Office; and (7) Trade and Technical. A program specialist is employed in each program area to provide leadership and technical assistance to local education agencies.

b. Special Programs and Support Services are special programs designed to serve students in Consumer Home Economics, Special Needs, and other program activities not considered occupational in nature. These Special Programs include: (1) Consumer and Homemaking Education; (2) Pre-professional-technical
Education; and (3) Special Needs - Disadvantaged and Handicapped. In addition, support services are provided in the areas of Education Equity; Program Improvement (to include Curriculum Development, Research, and Personnel Development); professional-technical Guidance; and Work Study.

Additionally, through state and federal legislation, or by contract for administration, professional-technical education supervises and manages the following programs: (1) Job Training and Partnership Act (JTPA); (2) State Occupational Information Coordinating Committee (SOICC); (3) the Displaced Homemaker Program; and (4) Fire Service Training; and, from time to time, other professional-technical training programs as appropriate.

5. Program Delivery

Professional-Technical Education Programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and adult.

a. Secondary Programs: All participating high school districts and several joint district professional-technical education programs.

b. Postsecondary Programs: Through the state system of six (6) area professional-technical schools. The area schools are:

   i. College of Western Idaho (Nampa)
   ii. College of Southern Idaho Professional-Technical School (Twin Falls)
   iii. Eastern Idaho Technical College (Idaho Falls)
   iv. Idaho State University Professional-Technical School (Pocatello)
   v. Lewis-Clark State College School of Technology (Lewiston)
   vi. North Idaho College Professional-Technical School (Coeur d'Alene)

c. Adult Programs: Primarily through the six (6) area professional-technical schools to provide upgrading and retraining programs for persons in the work force. Some classes are offered by Idaho public high schools. These offerings range from brief seminar classes to intensive courses which normally are less than 500 hours of annual instruction.

d. The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014 are adopted and incorporated by reference into this policy.
standards may be found the Division of Professional-Technical Website at http://pte.idaho.gov.

6. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Professional-Technical Education which complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.
33-1629. AGRICULTURAL AND NATURAL RESOURCE EDUCATION PROGRAMS. (1) Idaho Quality Program Standards Incentive Grants.
(a) The board of professional-technical education shall adopt and implement Idaho quality program standards for agricultural and natural resource education programs offered in any grade 9 through 12. Such standards shall apply to the areas of instruction, curriculum development, advisory committees, student development and community development. Such standards shall be used to assess the quality of local programs and to set goals for continued program improvement.
(b) The board of professional-technical education shall establish and administer an incentive grant program for instructors of agricultural and natural resource education programs offered in any grade 9 through 12 where such programs meet or exceed the applicable Idaho quality program standards as determined by the board. A district may apply to the board, on behalf of an instructor, for a grant provided for in this subsection. The board shall develop an application form and criteria to judge each application for the grant program. Grant awards shall be made by the board to instructors of programs that meet or exceed the criteria established by the board. The maximum amount of an incentive grant as provided for in this section shall be ten thousand dollars ($10,000).
(c) There is hereby created in the state treasury the quality program standards incentive grant fund, to which shall be credited all moneys both public and private that may be appropriated, allocated, donated, distributed to or otherwise provided for by law. Moneys in the fund shall be used exclusively for incentive grants as provided for in this subsection. Moneys in the fund shall be continuously appropriated for the purposes of this incentive grant program. All idle moneys in the fund shall be invested by the state treasurer in a like manner as provided for in section 67-1210, Idaho Code, with respect to other surplus or idle moneys in the state treasury. Interest earned on the investments shall be returned to the fund.
(d) The board of professional-technical education shall in its annual budget request to the legislature request funding for the grant program provided for in this section.
(e) The board of professional-technical education shall adopt rules to implement the grant program established by this subsection.

(2) Agricultural Education Program Start-Up Grants.
(a) The board of professional-technical education shall establish and administer a start-up grant program for school districts and public charter schools to begin or to re-establish an agricultural and natural resource education program in any grade 9 through 12.
(b) The board shall develop an application form and criteria to judge each application for a start-up grant. Any school district or public charter school may apply for a start-up grant.
(c) There shall be no more than four (4) start-up grants awarded per school year. The maximum award for any one (1) start-up grant shall be twenty-five thousand dollars ($25,000).
(d) There is hereby created in the state treasury the agricultural and natural resource education program start-up grant fund, to which shall be credited all moneys both public and private that may be appropriated, allocated, donated, distributed to or otherwise provided for by law. Moneys in the fund shall be used exclusively for start-up grants as provided for in this subsection. Moneys in the fund shall be continuously appropriated for the purposes of this start-up grant program. All idle moneys in the fund shall be invested by the state treasurer in a like manner as provided for in section 67-1210, Idaho Code, with respect to other surplus or idle moneys in the state treasury. Interest earned on the investments shall be returned to the fund.

(e) The board of professional-technical education shall in its annual budget request to the legislature request funding for the grant program provided for in this subsection.

(f) The board of professional-technical education shall adopt rules to implement the grant program established by this subsection.

(3) The provisions of this section shall apply to agricultural and natural resource education programs provided for in grades 9 through 12.
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| 1   | AMENDMENT TO BOARD POLICY  
Section II.H. – Coaching Personnel – Second Reading | Motion to approve |
| 2   | UNIVERSITY OF IDAHO  
Multi-Year Employment Agreement - Director of Track and Field and Cross Country | Motion to approve |
SUBJECT
Board Policy II.H. – Coaches and Athletic Directors – second reading

REFERENCE
June 2014 Idaho State Board of Education (Board) approved amendments to the model coach contract and first reading of Policy II.H.

APPLICABLE STATUTES, RULE OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION
The Athletics Committee at its February meeting directed the institutions to provide institutional and national Academic Progress Rate (APR) trend data for the Board to consider when approving coach contracts. The Committee and institutions agreed to use an institution’s numeric raw score when assessing APR thresholds including a 5-year history of the institution’s raw scores and national average scores for that sport.

The APR score is not the exclusive measure that may be used to award supplemental compensation for academic achievement.

IMPACT
The proposed revisions to Policy II.H. will help ensure that academic incentive pay is computed and awarded using a consistent methodology.

ATTACHMENTS
Attachment 1: Second reading to Board policy II.H. Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Two minor edits were made to paragraph 3 between first and second reading. First, a wording change was made to clarify that supplemental compensation can be earned based on achievement of the incentive. Second, language was added to make the paragraph applicable in the event Lewis-Clark State College desired to offer multi-year contracts.

Staff recommends approval.

BOARD ACTION
I move to approve the second reading of Board Governing Policy and Procedures II.H., Coaches and Athletic Directors, as presented.

Moved by____________ Seconded by____________ Carried Yes____ No____
1. Agreements Longer Than One Year

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than three (3) years, subject to approval by the Board as to the terms, conditions, and compensation there under, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. All such contracts must contain a liquidated damages clause provision in favor of the institution, applicable in the event that the coach or athletic director terminates the contract for convenience, in an amount which is a reasonable approximation of damages which might be sustained if the contract is terminated. A contract in excess of three (3) years, or a rolling three (3) year contract, may be considered by the Board upon the documented showing of extraordinary circumstances. All contracts must be submitted for Board approval prior to the contract effective date. Each contract for the services shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The April 2013-June 2014 Board revised and approved multiyear model contract is adopted by reference into this policy. The model contract may be found on the Board’s website at http://boardofed.idaho.gov/.

2. Agreements For One Year Or Less

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of one (1) year or less and an annual salary of $150,000 or less without Board approval. Each contract shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The December 9, 2010 Board revised and approved single-year model contract is adopted by reference into this policy. The single-year model contract may be found on the Board’s website at http://boardofed.idaho.gov/.

3. Academic Incentives

Each contract for a head coach or athletic director shall include incentives in the form of supplemental compensation, separate from any other incentives, based upon the academic performance of the student athletes whom the coach or athletic director supervises. The chief executive officer of the institution shall determine such incentives. Each year a coach or athletic director may be eligible to receive supplemental compensation based on the academic achievement of the sport incentive. Awarding supplemental compensation shall be contingent upon achievement of one or more measures including, but not limited to, (in the case of the
National Collegiate Athletic Association (NCAA) institutions), the NCAA Academic Progress Rate (APR). The Board shall approve the APR against which achievement of the incentive shall be based (in whole or in part) and the basis for computing the incentive. Information provided to the Board in determining the raw score to be used should include a 4-year history of the institution’s APR raw scores and national average APR scores for that sport. Any such supplemental compensation paid to coach or athletic director shall be separately reported to the Board.

4. Part-time Coaches Excepted

The chief executive officer of an institution is authorized to hire part-time head coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

5. Assistant Coaches

The chief executive officer of the institution is authorized to hire assistant coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

6. Annual Leave

a. All existing contracts and accrued leave held by coaches at the institutions on the effective date of this policy shall be grandfathered under policy II.F. for purposes of accruing annual leave until the coach’s contract renewal.

b. Following the effective date of this policy, the institutions shall have the authority to negotiate annual leave for all coach contract renewals and new hires using one of the two options below:

   i. Annual leave may be earned and accrued consistent with non-classified employees as set forth in policy II.F.; or

   ii. Pursuant to section 59-1606(3), Idaho Code, coaches do not accrue leave, but may take leave with prior written approval from the athletic director. Under this option, any accrued annual leave balance at the time of the coach’s contract renewal shall be forfeited or paid off, and the new contract shall document the forfeiture or compensation of that leave.
UNIVERSITY OF IDAHO

SUBJECT
University of Idaho (UI) new hire - three-year contract for Director of Track and Field and Cross Country

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Polices & Procedures Section II.H.1.

DISCUSSION
The University of Idaho (UI) requests Regents’ approval for the employment contract for the new Director of Track and Field and Cross Country for a term of three years, commencing August 14, 2014 through August 13, 2017.

The UI submits the attached multi-year contract (Attachment 1) to the Regents for approval. The primary terms of the agreement are set forth below. A redlined version showing changes from the Board model contract is contained in Attachment 2.

IMPACT
The term of the employment contract runs through August 13, 2017.

The annual base salary from appropriated funds is $63,252.80 with the coach eligible to receive university-wide changes in employee compensation approved by the Athletic Director and the President.

Annual media payments are $8,000.00.

Coach is entitled to receive the following incentive/supplemental compensation:

1. Conference champions or co-champion = $1,000 per team for each conference championship or co-championship team (total of 6 possible)
2. Top 20 national ranking at season end = $1,000 per team for each conference championship or co-championship team (total of 6 possible)
3. Conference Coach of the Year = $1,000 per team (total of 6 possible)
4. Individual National Champion in intercollegiate track and field and cross country $500 per champion (estimate one per team per year) = $3,000

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1 Four teams for track and field (indoor and outdoor for both men and women) and 2 teams for cross country (men and women).
5. Academic achievement and behavior of team (categorized using APR):
   National score within sport
   975 – 985 = $750 per team
   Above 985 = $1000 per team (total 6 possible)

   A five year history of the APR data for the Track & Field and the
   Cross Country Teams (national average scores per sport and UI
   raw scores per team) is set out in Attachment 3 hereto.

   Maximum potential annual compensation (base salary, media payment and
   estimated maximum potential incentive) is $92,252.80.

   Coach may participate in youth track and field camps as follows:
   The UI has the exclusive right to operate track and field and cross country
   camps on its campus using UI facilities. The UI shall allow Coach the
   opportunity to earn supplemental compensation by assisting with the UI’s
   camps in Coach’s capacity as a UI employee.

ATTACHMENTS
Attachment 1 – Employment Contract – clean   Page 5
Attachment 2 – Comparison to Model Contract   Page 19
Attachment 3 – APR Data                      Page 37

STAFF COMMENTS AND RECOMMENDATIONS
Staff finds that the contract conforms to the Board’s model coach contract, and
notes the following:

(i) this is the first coach contract to use the new Board policy option which
    provides that the coach does not accrue any annual leave but rather takes leave
    with prior written approval of the athletic director;
(ii) the academic incentive pay is equivalent to conference championship; and
(iii) liquidated damages are $15,000 for the first year, $10,000 for the second
    year and $5,000 for the third year which reflects 21%, 14% and 7% of the
    coaches base pay, respectively.

Staff recommends approval.
BOARD ACTION

I move to approve the University of Idaho’s three-year employment contract with Tim Cawley, Director of Track and Field and Cross Country for a term commencing August 14, 2014 through August 13, 2017, at a base salary of $63,252.80 and supplemental compensation provisions in substantial conformance to the contract submitted to the Board in Attachment 1.

Moved by __________ Seconded by ___________ Carried Yes _____ No _____
DRAFT
EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University), and Tim Cawley (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the Director of its intercollegiate track and field and cross country teams (Teams). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University’s Director of Athletics (Director) or the Director’s designee. Coach shall abide by the reasonable instructions of Director or the Director’s designee and shall confer with the Director or the Director’s designee on all administrative and technical matters. Coach shall also be under the general supervision of the University’s President (President).

1.3. Duties. Coach shall manage and supervise the Teams and shall perform such other duties in the University’s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Teams, provided that Coach’s compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.7 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of three (3) years, commencing on August 14, 2014, and terminating, without further notice to Coach, on August 13, 2017, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach’s service pursuant to this agreement count in any way toward tenure at the University.
ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach’s services and satisfactory performance of this Agreement, the University shall provide to Coach:

   a) An annual salary of $63,252.80 per year, payable in biweekly installments in accordance with normal University procedures. Coach will be eligible to receive University-wide changes in employee compensation approved by the Director and President;

   b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director; and

   c) The opportunity to receive such employee benefits as the University’s Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year one of the Teams is the conference champion or co-champion and if Coach continues to be employed as University's co-head coach of its intercollegiate track and field and cross country teams as of the ensuing July 1st, the University shall pay to Coach supplemental compensation of $1,000 during the fiscal year in which the championship is achieved. If more than one Team is the conference champion or co-champion, the amount of supplemental compensation will be $1,000 for each conference champion or co-champion. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year one of the teams finishes in the top 20 in the NCAA championships and if Coach continues to be employed as University's co-head coach of its intercollegiate track and field and cross country teams as of the ensuing July 1st, the University shall pay to Coach supplemental compensation of $1,000. If more than one Team places in the Top 20 at the NCAA championships, the Coach will earn supplemental compensation of $1,000 for each Top 20 finish. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.
3.2.3. For each individual National Champion in intercollegiate track and field and cross country and if Coach continues to be employed as University's head of its intercollegiate track and field and cross country teams as of the ensuing July 1st, the University shall pay to Coach supplemental compensation of $500 for each individual champion.

3.2.4 Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team members. If the Team's annual Academic Progress Rate (“APR”) exceeds 975 and if Coach continues to be employed as University's Director of Track & Field and Cross Country Coach July 1st, Coach shall receive supplemental compensation of $750. This amount shall increase to $1,000 in any year the Team's annual APR exceeds 985 and if Coach continues to be employed as University's Director of Track & Field and Cross Country Coach as of the ensuing July 1st. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act. If more than one Team meets the APR requirements, the amount of supplemental compensation will be $750 or $1,000 for each team exceeding 975 or 985.

3.2.5 Each year Coach is named Conference Coach of the Year or Conference Co-Coach of the year, and if Coach continues to be employed as University’s head of its track and field and cross country teams as of the ensuing July 1st, Coach shall receive supplemental compensation of $1,000. If the Coach is named Conference Coach of the Year or Conference Co-Coach of the year for both the men’s and women’s track and field and cross country teams, Coach will receive $1,000 for each award. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 The Coach shall receive the sum of $8,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Each year, one-half of this sum shall be paid prior to the first indoor track meet, and one-half shall be paid no later than two weeks after the last outdoor track and field meet. Coach’s right to receive the second half of such payment shall vest on the date of the Team’s last regular season or post-season competition, whichever occurs later, provided Coach has fully participated in media programs and public appearances through that date. Coach’s right to receive any such media payment under this Paragraph is expressly contingent upon the following: (1) academic achievement and behavior of Team members; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; and (3) Coach’s compliance with University’s financial stewardship policies as set forth in University’s Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property
of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach’s show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University’s designated media outlets.

3.2.7 Coach agrees that the University has the exclusive right to operate track and field and cross country camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University’s camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University’s track and field camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties.

3.2.8 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University’s reasonable request, Coach will consult with appropriate parties concerning Nike product’s design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, or give a lecture at an event sponsored in whole or in part by Nike, or make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as co-head track and field and cross country coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any
fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach’s Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach’s full time and best efforts to the performance of Coach’s duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach’s assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University’s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the track and field conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach’s full time and best efforts to the performance of Coach’s duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for
outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University’s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University’s President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University’s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

(a) Income from annuities;
(b) Sports camps;
(c) Housing benefits, including preferential housing arrangements;
(d) Country club memberships;
(e) Complimentary ticket sales;
(f) Television and radio programs; and
(g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University’s Board of Regents.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director’s designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director’s designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.
ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach’s duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach’s duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach’s abilities;

b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University’s consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University’s judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach’s assistant coaches, any other employees for whom
Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach’s assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his or her designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University’s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends; provided, however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by
law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deduction according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University’s obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach’s services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the
termination. If the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before August 13, 2015, the sum of $15,000; (b) if the Agreement is terminated between August 14, 2015 and August 13, 2016 inclusive, the sum of $10,000; (c) if the Agreement is terminated between August 13, 2016 and August 13, 2017 inclusive, the sum of $5,000. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 University has been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or
becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University’s student-athletes or otherwise obstruct the University’s ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University’s Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University’s Board of Regents, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University’s rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University’s direction or for the University’s use or otherwise in connection with Coach’s employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal
property, materials, and articles of information in Coach’s possession or control to be delivered to the Director.

6.3 **Assignment.** Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 **Waiver.** No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 **Severability.** If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 **Governing Law.** This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 **Oral Promises.** Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 **Force Majeure.** Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 **Confidentiality.** The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 **Notices.** Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:
the University: Director of Athletics
University of Idaho
P.O. Box 442302
Moscow, Idaho  83844-2302

with a copy to: President
University of Idaho
P.O. Box 443151
Moscow, ID  83844-3151

the Coach: Tim Cawley
Last known address on file with
University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11  Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12  Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13  Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14  No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15  Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

6.16  Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney and has either consulted with legal counsel or chosen not to. Accordingly, in all cases, the
language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

Chuck Staben, President Date

COACH

Tim Cawley Date

Approved by the Board of Regents on the 14th day of August, 2014.
This Employment Agreement (Agreement) is entered into by and between __________________ (the University (College) of Idaho (University)), and __________________ Tim Cawley (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University (College) shall employ Coach as the head coach (Director) of its intercollegiate (Sport) team (Team track and field and cross country teams (Teams)). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University (College)’s Director of Athletics (Director) or the Director’s designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director’s designee on all administrative and technical matters. Coach shall also be under the general supervision of the University (College)’s President (President).

1.3. Duties. Coach shall manage and supervise the Teams and shall perform such other duties in the University (College)’s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University (College) shall have the right, at any time, to reassign Coach to duties at the University (College) other than as head coach of the Teams, provided that Coach’s compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through (Depending on supplemental pay provisions used) 3.2.7 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of three (3) years, commencing on August 14, 2014, and terminating, without further notice to Coach, on August 13, 2017, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University (College) and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University (College)’s Board of Regents or Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach’s service pursuant to this agreement count in any way toward tenure at the University (College).
ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach’s services and satisfactory performance of this Agreement, the University (College) shall provide to Coach:

a) An annual salary of $63,252.80 per year, payable in biweekly installments in accordance with normal University (College) procedures, and such salary increases as may be determined appropriate procedures. Coach will be eligible to receive University-wide changes in employee compensation approved by the Director and President and approved by the University (College)’s Board of Regents or Trustees;

b) The opportunity to receive such employee benefits as the University (College) provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director; and

c) The opportunity to receive such employee benefits as the University (College)’s Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year one of the Team Teams is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)’s co-head (Sport) coach of its intercollegiate track and field and cross country teams as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach’s Annual Salary of $1,000 during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) is achieved. If more than one Team is the conference champion or co-champion, the amount of supplemental compensation will be $1,000 for each conference champion or co-champion. The University shall...
determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year **one of** the **Team** is ranked in the top 25 in the **(national rankings, such as final ESPN/USA Today coaches poll of Division IA football teams) - teams finishes in the top 20 in the NCAA championships** and if Coach continues to be employed as **University (College)'s co-head** **(Sport)** **coach of its intercollegiate track and field and cross country teams** as of the ensuing July 1st, the **University (College)** shall pay to Coach supplemental compensation in an amount equal to **(amount or computation)** of Coach's Annual Salary in effect on the date of the final poll. **The University (College) of $1,000.** If more than one Team places in the Top 20 at the NCAA championships, the Coach will earn supplemental compensation of $1,000 for each Top 20 finish. **The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.**

3.2.3 For each individual National Champion in intercollegiate track and field and cross country and if Coach continues to be employed as University's head of its intercollegiate track and field and cross country teams as of the ensuing July 1st, the **University shall pay to Coach supplemental compensation of $500 for each individual champion.**

3.2.3-3.2.4 Each year Coach shall be eligible to receive supplemental compensation **in an amount up to **(amount or computation)** based on the academic achievement and behavior of Team members. **The determination of whether Coach will receive such** If the Team's annual Academic Progress Rate ("APR") exceeds 975 and if Coach continues to be employed as University's Director of Track & Field and Cross Country Coach July 1st, Coach shall receive supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere of $750. This amount shall increase to $1,000 in any year the Team's annual APR exceeds 985 and if Coach continues to be employed as University's Director of Track & Field and Cross Country Coach as of the ensuing July 1st. Any such supplemental compensation paid to Coach shall be accompanied with a **detailed justification for the supplemental compensation based on the factors listed above** and such justification shall be separately reported to the Board of **(Regents or Trustees)** as a document available to the public under the Idaho Public Records Act. **If more than one Team meets the APR requirements, the amount of supplemental compensation will be $750 or $1,000 for each team exceeding 975 or 985.**

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3.2.4 Each year Coach is named Conference Coach of the Year or Conference Co-Coach of the year, and if Coach continues to be employed as University’s head of its track and field and cross country teams as of the ensuing July 1st, Coach shall be eligible to receive supplemental compensation in an amount up to $8,000 from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive any such supplemental compensation shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment) provided Coach has fully participated in media programs and public appearances through that date.

3.2.5 The Coach shall receive the sum of $8,000 from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach shall receive all compensation earned to date prior to the first indoor track meet each year, and one-half shall be paid no later than two weeks after the last outdoor track and field meet. Coach’s right to receive any such media payment under this Paragraph is expressly contingent upon the following: (1) academic achievement and behavior of Team members; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; and (3) Coach’s compliance with University’s financial stewardship policies as set forth in University’s Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University (College) are the property of the University (College). The University (College) shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University (College) in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach’s show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements.
which are broadcast on radio or television that conflict with those broadcast on the University’s designated media outlets.

3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY)**

3.2.7 Coach agrees that the University has the exclusive right to operate **youth track and field and cross country** camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University’s camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University’s football’s track and field camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach’s participation in the University’s summer football camps, the University shall pay Coach **(amount)** per year as supplemental compensation during each year of his employment as head coach at the University. This amount shall be paid **(terms of payment)**.

**(SUMMER CAMP—OPERATED BY COACH)** Coach may operate a summer youth **(Sport)** camp at the University under the following conditions:

a) The summer youth camp operation reflects positively on the University and the Department;

b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University personnel, equipment, or facilities without the prior written approval of the Director;

c) Assistant coaches at the University are given priority when the Coach or the private enterprise selects coaches to participate;

d) The Coach complies with all NCAA (NAIA), Conference, and University rules and regulations related, directly or indirectly, to the operation of summer youth camps;

e) The Coach or the private enterprise enters into a contract with University and _________ (campus concessionaire) for all campus goods and services required by the camp.

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f) The Coach or private enterprise pays for use of University (College) facilities including the __________.

g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.

h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible;

i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)

j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.

3.2.7–3.2.8 Coach agrees that the University (College) has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and
staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University-(College). Coach recognizes that the University-(College) is negotiating or has entered into an agreement with -(Company Name)-Nike to supply the University-(College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University-(College)’s reasonable request, Coach will consult with appropriate parties concerning an -(Company Name)-Nike product’s design or performance, shall act as an instructor at a clinic sponsored in whole or in part by -(Company Name)-Nike, or give a lecture at an event sponsored in whole or in part by -(Company Name)-Nike, or make other educationally-related appearances as may be reasonably requested by the University-(College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as co-head -(Sport)-track and field and cross country coach. In order to avoid entering into an agreement with a competitor of -(Company Name)-Nike, Coach shall submit all outside consulting agreements to the University-(College) for review and approval prior to execution. Coach shall also report such outside income to the University-(College) in accordance with NCAA-(or NAIA) rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including -(Company Name) Nike, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University-(College) to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University-(College) to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach’s Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach’s full time and best efforts to the performance of Coach’s duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;
4.1.3. Observe and uphold all academic standards, requirements, and policies of the University (College) and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University (College), the University (College)'s governing board, the conference, and the NCAA (or NAIA); supervise and take appropriate steps to ensure that Coach’s assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University (College)’s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University (College) and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University (College)'s Handbook; (c) University (College)'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA (or NAIA) rules and regulations; and (f) the rules and regulations of the __ (Sport) track and field conference of which the University (College) is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach’s full time and best efforts to the performance of Coach’s duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University (College), would reflect adversely upon the University (College) or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University (College)’s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules, Coach shall obtain prior written approval from the University (College)’s President for all athletically related income and benefits from sources outside the University (College) and shall report the source and amount of all such income and benefits to the University (College)’s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University (College) work day preceding June 30th. The report shall be in a format reasonably satisfactory to University (College). Sources of such income include, but are not limited to, the following:
(a) Income from annuities;
(b) Sports camps.
(c) Housing benefits, including preferential housing arrangements;
(d) Country club memberships;
(e) Complimentary ticket sales;
(f) Television and radio programs; and
(g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University-(College) booster club, University-(College)-alumni association, University-(College) foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University-(College), the University-(College)’s governing board, the conference, or the NCAA (or NAIA).

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University-(College)’s Board of (Trustees or Regents).

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director’s designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director’s designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.
ARTICLE 5

5.1 Termination of Coach for Cause. The University-(College) may, in its discretion, suspend Coach from some or all of Coach’s duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University-(College) and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach’s duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach’s abilities;

b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University-(College);

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University-(College), the University-(College)’s governing board, the conference or the NCAA-(NAIA), including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the University-(College)’s consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University-(College)’s judgment, reflect adversely on the University-(College) or its athletic programs;

f) The failure of Coach to represent the University-(College) and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA-(NAIA) or the University-(College) in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University-(College), the University-(College)’s governing board, the conference, or the NCAA-(NAIA);

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University-(College), the University-(College)’s governing board, the
conference, or the NCAA—(NAIA), by one of Coach’s assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University—(College), the University—(College)’s governing board, the conference, or the NCAA—(NAIA), by one of Coach’s assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University—(College) as follows: before the effective date of the suspension, reassignment, or termination, the Director or his or her designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University—(College) shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University—(College)’s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University—(College) shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA—(NAIA) regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA—(NAIA) enforcement procedures. This section applies to violations occurring at the University—(College) or at previous institutions at which the Coach was employed.
5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends; provided, however, in the event Coach obtains other employment of any kind or nature after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deduction according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University’s obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach’s services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury.
suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, the following sum: for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before August 13, 2015, the sum of $15,000; (b) if the Agreement is terminated between August 14, 2015 and August 13, 2016 inclusive, the sum of $10,000; (c) if the Agreement is terminated between August 13, 2016 and August 13, 2017 inclusive, the sum of $5,000. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel, and Coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University. 

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5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University’s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University’s student-athletes or otherwise obstruct the University’s ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.
ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University’s (College)’s Board of (Regents or Trustees) and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University’s (College)’s Board of (Regents or Trustees), the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of (Regents or Trustees) and University’s (College)’s rules regarding financial exigency.

6.2 University—(College) Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University (College) or developed by Coach on behalf of the University (College) or at the University (College)’s direction or for the University (College)’s use or otherwise in connection with Coach’s employment hereunder are and shall remain the sole property of the University (College). Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach’s possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University (College).

Revised April 2013
6.8 **Force Majeure.** Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 **Confidentiality.** The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University- **(College)**’s sole discretion.

6.10 **Notices.** Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

**the University-**(College):**
___________________________ University of Idaho
___________________________ P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to:
___________________________ University of Idaho
___________________________ P.O. Box 443151
Moscow, ID 83844-3151

**the Coach:**
___________________________ Tim Cawley
Last known address on file with
University-**(College)**’s Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 **Headings.** The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.
6.12 **Binding Effect.** This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 **Non-Use of Names and Trademarks.** The Coach shall not, without the University- (College)'s prior written consent in each case, use any name, trade name, trademark, or other designation of the University- (College) (including contraction, abbreviation or simulation), except in the course and scope of his official University- (College) duties.

6.14 **No Third Party Beneficiaries.** There are no intended or unintended third party beneficiaries to this Agreement.

6.15 **Entire Agreement; Amendments.** This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University- (College)'s Board of (Regents or Trustees).

6.16 **Opportunity to Consult with Attorney.** The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney and has either consulted with legal counsel or chosen not to. Accordingly, in all cases, the
language of this Agreement shall be construed simply, according to its fair meaning, and
not strictly for or against any party.

UNIVERSITY  *(COLLEGE)*  

________________________________________  

Chuck Staben, President  Date  Tim Cawley  Date

Approved by the Board of *(Regents or Trustees)* on the ___14th___ day of
_______________, 2010.  

August, 2014.  

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### Attachment 3 – APR Data

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AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT
FY 2016 Line Item Budget Requests

REFERENCE
April 2014
Board approved guidance to the college and universities regarding submission of line item budget requests

June 2014
Board approved FY 2016 line items as presented

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.B.1. Title 67, Chapter 35, Idaho Code

BACKGROUND/DISCUSSION
The Board established the guidelines, timetable, and priority categories for reviewing and approving the FY 2016 budget requests at the April and June 2014 Board meetings. At the June 2014 Board meeting, the institutions and agencies presented their Line Item requests. The Board directed the Business Affairs and Human Resources (BAHR) Committee to review the FY 2016 budget line item requests and to report recommendations back to the Board at the August Board meeting. The list of Line Items summarized on page 5 are not listed in priority order. Upon final approval the line items will be included in the institution and agency budget submissions to the Legislative Services Office (LSO) and the Division of Financial Management (DFM).

IMPACT
The approved Line Items will be included with the FY 2016 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY 2016 Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

ATTACHMENTS
FY 2015 Supplemental: Idaho Vocational Rehabilitation............... Page 3
Line Items Summary: College & Universities................................. Page 7
Line Items Summary: Community Colleges and Agencies .......... Page 8-9
Occupancy Costs ........................................................................ Page 10
Individual Line Items.................................................................... Page 11

STAFF COMMENTS AND RECOMMENDATIONS
For many years, the Board has been informed that the Idaho state budget request process is based on Base-plus budgeting for anticipated uncontrollable and discretionary changes which are comprised of the following:
Base Budget: Historical budget based on years of appropriations
MCO: Maintenance of current operations; formula driven for uncontrollable factors such as general salary increases and cost inflation.
Line Items: Enhancements for new programs and initiatives

Base budgeting allows the agencies and institutions to derive a reasonable dollar estimate in order to manage their programs and staffing levels from one year to the next. This is also true for the higher education institutions whose budgets are consolidated for four year institutions and for two year community colleges.

Staff recommends approval.

BOARD ACTION
I move to approve the FY 2015 Supplemental Appropriation Request for Idaho Division of Vocational Rehabilitation in the amount of $555,000 in federal funds as shown on Tab 1 page 3.

Moved by ________ Seconded by ________ Carried Yes _____ No _____

I move to approve the Line Items for the agencies and institutions as listed on Tab 1 pages 3-5, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to Division of Financial Management and Legislative Services Office on September 1, 2013.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To provide customers with effective job supports including adequate job training to increase employment stability and retention.

Performance Measure: To enhance the level of job preparedness services to all customers.
Description:
IDVR is requesting $555,000 in federal funds spending authority to have a sufficient amount of funds available to pay for assessment, training, tools, education, supplies, transportation, medical and other items to assist people with disabilities prepare for, secure, retain or regain employment. $55,000 of the funds will be given to the State Independent Living Council (SILC) to assist it in accomplishing their goals and objectives. No General Funds are being requested.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

IDVR is requesting additional federal funds to be able to meet the requirements of the Federal Vocational Rehabilitation Program. In FY 2014 the Division’s budget was reduced by $2 million dollars in federal funds to more accurately reflect what the Division had actually spent on the program in FY 2012. However, services increased by 7% in FY 2013 and by 8% in FY 2014. Without this increase the Division may not be able to meet the current requirements of the Vocational Rehabilitation Program. If that happens then IDVR would need to adjust how the program operates in Idaho and would not be able to serve all those who need service.

1. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      None
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      None
   c. List any additional operating funds and capital items needed.
      None

2. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

IDVR has not been using all of the federal funds allocated to the State, but has been reverted available funds back to the Federal Government. The $555,000 in Federal funds is part of a formula grant and is available to be used for this purpose, but IDVR lacks spending authority for these funds.
3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request will allow IDVR to continue to serve all of our customers without limiting available services. In addition, it will allow SILC to meet its goals and objectives.

4. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

The demand for services has increased for vocational rehabilitation over the past few years and the amount appropriated has not increased. The requested increase will allow the agency to provide the required services. In addition SILC has lost a grant and the additional funds provided by the Vocational Rehabilitation Grant will allow them to continue operating their agency in way to meet their goals and objectives. This request is only for spending authority for federal grant dollars that have already been approved by the Federal Government.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
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STATE BOARD OF EDUCATION
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### STATE BOARD OF EDUCATION

**FY 2016 Budget Request**

**Colleges & Universities**

**Calculation of Occupancy Costs**

<table>
<thead>
<tr>
<th>Institution/Project</th>
<th>Projected Date of Occupancy</th>
<th>Use for (1)</th>
<th>Non-Aux. (2)</th>
<th>Non-Aux. (3)</th>
<th>Custodial Costs</th>
<th>Utility (4)</th>
<th>Utility Maintenance Costs</th>
<th>Total (5)</th>
<th>% qtrs</th>
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* Leased space on Capitol Mall

---

(1) (3) Annual utility costs will be projected at $1.75 per sq ft
(2) (4) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.
(5) Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category

**Notes:**
- FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.
- Benefit costs will be based on 1.5% of the construction cost (excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.
- FICA IT Maintenance 1.5000 GSF
- SSDI salary to $110,100 6.2000% x salary
- SSHI 1.4500% x salary
- Unemployment Insurance 0.3000% x salary
- Life Insurance 0.6750% x salary
- Retirement: PERSI 11.3200% x salary
- Workmans Comp x salary 4.50% 3.98% 4.81% 4.51% 4.81% 4.35% 4.35%
- Sick Leave 0.6500% x salary
- Human Resources 20.5950% per position
- Health Insurance $10,550.00
- Supplies 0.10

---
The Board-approved Complete College Idaho plan is comprised of five key strategies. Within each of the key strategy are specific initiatives which are in various stages of development and deployment.

1. Strengthen pipeline
   a. Ensure college and career readiness
   b. Develop intentional advising that links education with careers
   c. Support accelerated secondary to postsecondary and career pathways

2. Transform remediation
   a. Implement college and career readiness education and assessments
   b. Develop a statewide model for transformation of remedial placement/support
   c. Provide three model options: co-requisite, emporium, accelerated

3. Structure for success
   a. Strong, clear, and guaranteed statewide articulation and transfer options
b. Default program, curriculum options
c. Package certificates and degree programs for accelerated completion
d. Adult reintegration/near completers
e. Cost effective delivery option for students in Eastern Idaho
f. Early warning system

4. Reward progress and completion
   a. Establish metrics and accountability tied to institutional mission
   b. Recognize and reward performance
   c. Redesign the State’s current offerings of postsecondary financial aid

5. Leverage partnerships
   a. Strengthen collaborations between education and business
   b. College Access Network
   c. STEM education

The line items addressing the CCI strategies and initiatives are as follows:

<table>
<thead>
<tr>
<th>Boise State University</th>
<th>Strategy/Initiative</th>
<th>Page</th>
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<tr>
<td>• Enhance full-time faculty</td>
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<tr>
<td>• Advising</td>
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<tbody>
<tr>
<td>• Student Success</td>
<td>1, 3, 5.c</td>
<td>21</td>
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</table>
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request identifies needs associated with ensuring the success of the State Board of Education 60% goal. The key strategies include increasing capacity in degree programs with high student demand, remove existing bottlenecks to degree progression and graduation, increase course offerings at night and on the weekends, add faculty lines to significantly increase course sections per year, and to reduce reliance on part-time adjunct faculty.

2. What resources are necessary to implement this request:

<table>
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<th>DESCRIPTION</th>
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<tr>
<td>1.</td>
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<tr>
<td>TOTAL CAPITAL OUTLAY:</td>
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<tr>
<td>T/B PAYMENTS:</td>
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<tr>
<td>GRAND TOTAL</td>
<td></td>
<td></td>
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<td>$4,060,200</td>
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This request is for funds to hire 20 faculty tenure track faculty lines, 7 new clinical faculty lines, convert 36 existing part-time adjunct positions to full-time lecturer positions, hire 5 academic advisors and to hire 14 academic support staff. Knowing that Boise State University needs to produce approximately 3,400 Baccalaureates in 2020 to meet the State Board of Education’s 60% goal, a strong emphasis must continue to ensure significant improvement in graduation and retention rates. In addition, enrollments in general must increase. This requires new faculty to grow the capacity and reduce scheduling conflicts that are impeding students’ progress towards graduation. The university conducted a survey of graduation students and the results show that more than 1 in 5 students graduating with a bachelor’s degree had to delay graduation due to course availability. (See included appendix for detailed report).

There are bottlenecks in both lower and upper division courses. Converting part time adjunct positions into permanent Lecturer lines will help with the lower division bottleneck problem. The university has been converting adjunct lines to lecturer positions over the past few years, and must continue to do so as part of the CCI goal. An adjunct conversion to lecturer requires some additional funding for salary costs, although the biggest cost is the addition of health care benefits. The heavy reliance on adjunct faculty to teach lower division courses is no longer the workable low-cost solution it once was.

The bottlenecks in upper division courses would be addressed by hiring clinical faculty and tenure track faculty. Tenure track faculty are required to teach upper division courses. The resources requested for this line item are for salary and benefit related costs.

Five new professional advisors are requested to increase students’ access to advisors and to help with course scheduling. There is a high correlation to student success and graduation rates when proactive advising is used, and improving graduation rates is a key strategy.

Fourteen academic staff additions would increase cost efficiency in academic departments. Currently department chairs perform several tasks better suited for staff. This funding would allow academic chairs the necessary time to devote to student recruitment, advising, faculty development and program and curricular assessments, design and upgrades.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for State general account funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
The success of this initiative will serve Idaho residents and is intended to create a better educated population that will enhance the economy and standard of living for Idahoans.

5. If this is a high priority item, list reason non-appropriated Line Items from the FY2015 budget request are not prioritized first.

This request was included in the FY 2015 request. The total request was for 102 positions for a total of $6.9M. The Legislature appropriated $1.379M. Some funding from increased student tuition and fee revenues have been devoted to the initiative, although there remains a large unfunded need.
Supports institution/Agency and Board Strategic Plans:
The proposed programs support key strategies identified in the State Board of Education and Idaho State University strategic plans. In particular the bridge programs will significantly advance those strategies associated with Complete College Idaho and the Board’s 60% goal by transforming remediation and creating a bridge to college for underprepared students.

ISU Goal 2: ACCESS AND OPPORTUNITY – provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.
ISU Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

SBOE Goal 1: Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 education system.

SBOE Goal 2: Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system.

SBOE Goal 4: Improve the ability of the educational system to meet the educational needs and allow students to efficiently and effectively transition into the workplace.

Complete College Idaho:
- Transform remediation by developing strategies and goals to improve remediation and general education delivery.

Performance Measure:
The following are ISU’s performance measures linked to Transforming Remediation and General Education:
Increase bridge program participation by 5%; increase bridge program courses by 3%; increase the number of internship opportunities by 5%; increase workforce placement of Business graduates by 3%; increase the number of general education online courses by 5% per year; establish a campus-wide testing center to support online programming; increase the percentage of first-time full-time freshmen advancing to second year; establish a peer monitoring program for students who have not declared majors; increase tutoring and other services for Native American students.

Description:

**Transforming Remediation at Idaho State University**

1. Remediation Transformation
- Idaho State University will hire a Remedial Specialist who will provide training to Mathematics, English, and Academic Skills instructors in order to create new Co-Requisite and Emporium Model courses. In particular, this will expand ISU’s implementation of data-driven best practices as identified by Complete College America through the use of the Co-Requisite Model within English and mathematics “plus” courses and the Emporium Model for targeted at-risk students. An Emporium (computer) Center will be created and staffed by undergraduate and graduate students and adjunct instructors.
  - Costs: Salary, $57,000 Benefits, $22,270, Group Position Funding, $400,000; Benefits, $92,000; PCs/workstations (desks, chairs, network connections, etc.), $767,400
    - TOTAL: $1,338,670
2. Bridge Programs

- Idaho State University will institute targeted Bridge Programs that will address specific developmental needs for special populations, including STEM, Native American and other populations.

- Each year Idaho State University enrolls approximately 360 first-time full-time freshmen who are underprepared or in need of remediation. These students are often first-generation college students and underrepresented minorities. A summer bridge program will provide these at-risk students a jumpstart on the academic year by allowing them to complete key courses while learning more about the university. The ultimate goal is to increase retention through better preparation.

- This past summer (2013), the University piloted a bridge program that involved a cohort of 30 students completing three academic courses: a remedial course (e.g. basic writing or basic math); a general education course (e.g. Psychology); and a university orientation course (providing resource information in areas like financial aid, advising, and college learning strategies). The average cumulative GPA for the program was 3.39 and 24 (80%) enrolled in the Fall 2013 semester.

- This same general format, with the inclusion of Co-Requisite Model courses, will be used for an expanded summer bridge program accommodating approximately 200 students. Students would be grouped in common interest cohorts of 25 with each cohort taking up to three academic courses during summer term. Students would choose from a variety of general education courses thereby having the opportunity to explore an area of study that might interest and engage them. The university orientation course provides critical support for students by offering college learning strategies and other key tools that can be applied concurrently to their general education course. The remaining Co-Requisite course in either mathematics or English would prepare these students for greater success in future courses in their academic careers.

- The expanded summer bridge program would require a director to manage the operation of the program, including recruitment, advising, data collection and analysis.

- Additional targeted bridge programs will be implemented for students in STEM disciplines and underserved and at-risk populations. The College of Science and Engineering will implement its cohort program for pre-med and engineering students.

- The College of Technology is currently offering the START (Successful Transitions and Retention Track) bridge program to recruit, prepare, and retain GED graduates in post-secondary education. This program has been funded through a pilot grant from the Albertsons Foundation Continuous Enrollment initiative. The START bridge program has been notably successful in retaining this important target population, with a 67.4% overall persistence rate for adult learners transitioning into post-secondary education. The semester to semester persistence rate of the START bridge program is 83.1% from 1st to 2nd semester, 86.7% from
2nd to 3rd semester, and 62% from 3rd to 4th semester. The national rate for GED persistence in post-secondary education is between 13% to 19%.

- The request includes funding for a director, adjunct faculty supplemental instruction, and tutors, as well as supporting operational costs including travel to Shoshone-Bannock High School and surrounding rural areas.
  - Costs: Salaries, $57,000; Benefits, $22,270; Group Position Funding (adjunct faculty and tutors), $390,400; Benefits, $89,790; Travel, $12,000; Materials and Supplies, $57,200
  - TOTAL: $628,660

**Instituting LEAP and Transforming General Education at Idaho State University**

1. **Testing Center for Online Delivery and Online Security (IT needs)**
   - Idaho State University will establish a testing center on campus to support online and traditional instruction. This would help address issues of course integrity and academic dishonesty in online offerings and allow testing for face-to-face classes, make-up exams, and similar uses.
     - Costs: Group Position Funding (staff and students) $100,000; Benefits, $23,000; PCs/workstations (desks, chairs, network connections, etc.), $767,400.
     - TOTAL: $890,400

2. **General Education Specialist**
   - Idaho State University will hire a General Education Specialist to support full implementation of AAC&U’s LEAP initiative. This initiative embraces a 21st-Century definition of education, which includes essential learning outcomes, high-impact educational practices, authentic assessments, and inclusive excellence. Implementation will include training, travel, and stipends for faculty.
     - Costs: Salary $57,000; Benefits, $22,270; Group Position Funding, $200,000; Benefits, $46,000; Travel, $20,000; Materials and Supplies, $48,000
     - TOTAL: $393,270

**GRAND TOTAL: $3,251,000**
Supports institution/agency and Board strategic plans:

Idaho State Board of Education Goal 1 Objective A: Access

More advising resources, better deployed, will reduce the concerns many students and parent have regarding the big step of leaving home to attend college.

Idaho State Board of Education Goal 1, Objective B: Higher Level of Educational Attainment

More advising resources, applied in a more intense manner, will enable students to move through their undergraduate programs with fewer “wrong turns”; with more clarity about the steps to degree attainment; and with a better opportunity to complete the degree within four years – thereby reducing overall cost to the student.
Idaho State Board of Education Goal 1, Objective C: Adult Learner Re-integration

Advising resources, available early in the enrollment inquiry stage, would be able to reduce the concerns of adult learners seeking to return for a higher education degree and would provide the access to degree planning support to enable these older students to move effectively and efficiently through the programs to meet their higher education goals.

Idaho State Board of Education Goal 3, Objective A: Cost Effective and Fiscally Prudent

Enhanced, effective advising, building on our already effective 120 credit hour undergraduate degree programs, should enable more students to complete their degree, and do so in less time as well. This would result in a more efficient, cost-effective delivery of academic programs.

Performance Measure:

*Increased first-to-second year retention rates; increased four year graduation rates and increase in overall six year graduation rates.*

Description:

*Comprehensive, appropriate and timely undergraduate advising is a proven method for increasing undergraduate student retention and graduation rates and for improving the quality of and satisfaction with a student’s undergraduate experience. While currently funded for traditional levels of undergraduate student advising, these requested funds would enable the University of Idaho to move to the more intensive advising levels that are characteristic of institutions that routinely exceed their projected retention and graduation rates.*

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The university is requesting funding for 15 additional undergraduate student advising staff – to be distributed among the 8 undergraduate colleges and the central advising office.

2. What resources are necessary to implement this request? None beyond this request.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds
should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

In order to accomplish these additional services without further increasing undergraduate tuition to cover the costs, this request is for full funding from state General Funds. If successful in receiving these additional funds, the university would likely be eligible for other grant and gift support to further enhance the program operating budgets and facilities.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The request serves undergraduate students. If the request is not funded, the university will continue to serve its undergraduate students with traditional and adequate levels of student advising – the university and students would, however, miss the opportunities provided by a more intensive advising program.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Intensive Academic Advising Program

An intensive, effective and, sometimes intrusive, academic advising program has been proven to be a positive contributor to student retention and completion of academic degrees in a timely manner. It can also be an effective tool for reassuring both students and their parents – where the students feel “at risk” in taking on higher education away from home – that the institution is looking out for the student’s best academic interests in terms of managing new study skills, in time management and in the appropriate course selection for degree progress.

While the University of Idaho was able to maintain full and effective support for our direct instructional functions during the past 5 years of difficult finances, thereby assuring that students could find ready access to the courses they needed for graduation, other key student support areas could not be maintained at or raised to the necessary levels to meet current educational best practices. With the positive effects of our change to a 120 credit hour graduation requirement for most of our programs – positive in the fact that many more students are completing their bachelor’s degree in the traditional four years – there is a need to focus more attention on a fully supportive advising environment that will enable students to make the course selections that are necessary in order to complete their degrees in this shorter time frame.

While the University provides a reasonable and traditional level of student advising at present, the increasing population of students who are enrolling in higher education, without the level of academic preparation of previous populations, has created new demands for more intensive advising services in order to ensure these student’s
success. As initiatives like Complete College Idaho successfully reach out to new groups of students who will be First Generation college attendees, and as institutions continue to see a growing number of students who need counseling for psychological issues, a broader support network is needed to help these individuals transition to the rigors of a college education. This proposal would move the University of Idaho toward the levels of student support that are proving to be effective at peer institutions for meeting these student advising challenges.

This request is for 15 full time student advisor positions, with salary, benefits and modest operating budgets for each position. This would enable us to enhance the advising function in each of our colleges as well as strengthen the central advising functions that could address special populations across all academic units.
Supports institution/agency and Board strategic plans:

Goal 1: A WELL EDUCATED CITIZENRY The educational system will provide opportunities for individual achievement.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system.

Performance Measure: Percentage of new full-time students returning (or graduated) for second year in an Idaho public institution.
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring on academic year or more of student. Postsecondary unduplicated awards (certificate of one academic year or more) as a percentage of total student headcount.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

Performance Measure: 
Percentage of students participating in internships

GOAL 2: CRITICAL THINKING AND INNOVATION The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measure: 
Percentage of first-time students from public institution teacher training programs that pass the Praxis II.

Description: 
The eleven (11) positions and associated support funds sought in this line item request directly support the Academic and Student Affairs tasks, the strategic initiatives of Lewis-Clark State College, and attainment of the State Board of Education’s Complete College Idaho initiative and goals. The funds will be used to recruit and retain highly qualified faculty and staff to support student success.

The mission and goal statement for LCSC calls for the following:

- In accordance with its role and mission statement approved by the State Board of Education, LCSC’s primary emphasis areas are business, criminal justice, nursing, social work, teacher preparation, and professional-technical education.
- The State Board directs LCSC to maintain basic strengths in the liberal arts and sciences, which provide the core (general education) portion of the curriculum.
- Other assigned emphasis areas are the provision of select programs offered on and off campus, at non-traditional times, using non-traditional means of delivery, to serve a diverse student body.
Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
Six faculty positions and five student support positions to directly impact student learning and retention at LCSC are requested. The funds will be used to recruit and retain highly qualified faculty and staff to support student success.
The six faculty positions are in general education and primary emphasis areas. Those in Natural Sciences and Humanities (English and communications) would provide much needed support to general education areas that have been impacted tremendously by growth in student numbers, as in the pre-professional/ professional programs. They, along with the Business position, would also support growth in our revitalized Interdisciplinary Studies degree which has a strong online component. The Kinesiology/ Exercise Science is in support of our one approved FY16 baccalaureate program from the Five-Year plan.
Five support positions are also requested. Increased enrollments have strained our faculty advisors. Program advisors have been successfully used at LCSC to accomplish the schedule building component of advising, while simultaneously freeing the faculty for more in depth conversations with upper classmen on careers. We request funding for two additional program advisors to support the Academic Programs areas with retention and to facilitate transfer of community college students to LCSC for 4-year degree completion. As a mechanism for assisting students in the school-to-work transition and consistent with our Strategic Plan, we request an Internship Coordinator who can network with employers and agencies in our region for meaningful hands on learning experiences for students.
The final two support positions are in Student Affairs. The first is a Veteran’s Advisor to more fully serve our veteran population. The final requested position is for a Director of Student Engagement. This position would be charged with implementing enhanced retention strategies at LCSC, in keeping with statewide Complete College Idaho goals.

2. What resources are necessary to implement this request?
a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
   Instructors or Assistant Professors (6): $48,000 to $50,000 + fringe & health insurance; full-time 9 month; anticipated hire August 2016; teach 24 credit hours per year of critical courses, advising, scholarship & service, other duties as assigned by Division Chair.
   Program Advisors (2): $37,000 + fringe & health insurance; professional exempt employees; support students and faculty in an advising capacity.
   Internship Coordinator (1): $55,000 + fringe & health insurance; professional exempt 11-12-month employee; facilitate student internship experiences in the region.
   Director of Student Engagement (1): $50,000 + fringe & health insurance; to provide supervision of Student Activities, Outdoor Recreation, Student Development Curriculum, Student Success Program, and New Student
Orientation. These activities are currently being managed by other units. Consolidation into one unit will provide operational efficiency and consistency. Veterans' Advisor (1): $38,000 + fringe & health insurance; professional exempt employee; coordinate benefits of returning veteran to facilitate degree completion.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
None

c. List any additional operating funds and capital items needed.
Operating funds: $66,000 - instructional materials, supplies, direct program expenses
Capital: $33,000 - computers and office setup; instructional computers

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
On-going general funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
All Academic Affairs units within the college will be served by the addition of the instructional and support staff positions. The general education credit load at LCSC has been assigned to the Natural Sciences, Humanities and Social Sciences Divisions. Collectively this group, including many adjunct instructors, delivers a significant number of student credit hours, serving all students at the college in some capacity. As enrollment continues on an upward trajectory, the need for full time faculty has become critical. The college’s ability to find qualified adjuncts is getting less reliable each passing semester, creating the risk of bottlenecks by not having critical sections available for pre-professions and other majors.
The Director of Student Engagement will provide supervision of and leadership to Student Activities, Student Development Curriculum, Student Success Program, and New Student Orientation. The primary function would be to coordinate these departments to promote student engagement and to increase retention. If this request is not funded, we will not be able to expand the program which will limit access to student engagement activities.
If the request is not funded, we continue to have bottlenecks in pre-professions courses, are limited in the number and types of interdisciplinary degree offerings available, and do without resources known to support student persistence, retention and success.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
Portions of this request were included in FY2011 through FY2015 line item requests. In FY15, 20% of LCSC's CCI request was funded; the FY16 request represents the balance of earlier requests, along with 5-year plan needs.
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

In January 2013 the Legislative Services Office (LSO) published an information paper on Deferred Maintenance. In addition to the conclusion that the institutions do not have the funding to support their annual needs, the study determined the institutions’ Permanent Building Fund Alteration and Repairs request had grown by $18.7 million during the past two years to a total of $53.65 million in FY 2014.

In the intent language of the FY 2014 Division of Public Works (DPW) appropriation bill (HB 313), the Legislature declared that the four institutions have significant deferred maintenance needs that cannot be met with the existing revenue available in the Permanent Building Fund and that each institution’s annual maintenance and
repair needs greatly exceed available funding from current state or institution resources.

The College and Universities received additional one-time funding in FY 2014 and FY 2015 through the DPW appropriation for deferred maintenance allocated to the four institutions as follows:

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>$3,750,000</td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td>3,750,000</td>
<td>2,000,000</td>
</tr>
<tr>
<td>UI</td>
<td>3,750,000</td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td>1,250,000</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$12,500,000</td>
<td>$2,000,000</td>
</tr>
</tbody>
</table>

The LSO study also determined that collectively the institutions reported a range of $674 million to $764 million in deferred maintenance needs. While the institutions each define and quantify deferred maintenance a little differently, it is indisputable that the need exponentially exceeds currently available funding. A five year history of funding for Alteration and Repair (A&R) projects is shown below:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>$2,920,000</td>
<td>$2,636,120</td>
<td>$2,434,000</td>
<td>$2,313,000</td>
<td>$4,241,000</td>
</tr>
<tr>
<td>ISU</td>
<td>2,848,825</td>
<td>2,674,525</td>
<td>2,418,100</td>
<td>2,013,236</td>
<td>3,941,436</td>
</tr>
<tr>
<td>UI</td>
<td>2,876,000</td>
<td>2,812,600</td>
<td>2,449,800</td>
<td>2,539,425</td>
<td>6,967,500</td>
</tr>
<tr>
<td>LCSC</td>
<td>750,000</td>
<td>630,000</td>
<td>578,000</td>
<td>445,000</td>
<td>925,000</td>
</tr>
<tr>
<td>Total</td>
<td>$9,394,825</td>
<td>$8,753,245</td>
<td>$7,879,900</td>
<td>$7,310,661</td>
<td>$16,074,936</td>
</tr>
</tbody>
</table>

This request is for $10,000,000 in one-time capital outlay to continue to address the significant deferred maintenance backlog at the four public 4-year institutions. These funds would not be used to construct or purchase new buildings and it is the Board’s desire that these funds not supplant appropriations from the Permanent Building Fund for A&R projects.

Each year agencies and institutions submit a list of high priority A&R projects to DPW. The dollar value of the projects submitted by each institution exceed the funding historically received, so DPW staff work with the institutions to fund as many projects as possible in any given year. Since there is already an established process in place whereby A&R projects are submitted and vetted by DPW and the Permanent Building Fund Advisory Council, the Board would like to leverage the
process whereby requested funding would simply be used to fund more projects on the (A&R) list.

2. What resources are necessary to implement this request:  
$10,000,000 in one-time capital outlay is needed to help address the institutions’ deferred maintenance backlog.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This request is for one-time State general funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?  
The LSO study also reported the institutions have used most of the student facility fees for construction or to pay bond debt for their facilities. Very little is used for maintenance and repairs, and the capacity to increase fees is limited. Providing one-time deferred maintenance funds will reduce the need to increase student fees and thereby maintain access to higher education in Idaho.

5. If this is a high priority item, list reason non-appropriated Line Items from the FY2014 budget request are not prioritized first.  
This line item was included in the FY 2015 budget request.
Supports institution/agency and Board strategic plans:

GOAL 1: A WELL EDUCATED CITIZENRY
The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 educational system.

Performance Measures:
- Annual number of state funded scholarships awarded and total dollar amount.
  
  Benchmark: 20,000, $16M

- Amount of need-based aid per student.
  
  Benchmark: undergraduate FTE WICHE Average
Description:
This is a request to create and fund a matching fund for philanthropic gifts in support of scholarships at Idaho’s public postsecondary institutions.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   The presidents of the college and universities brought the concept of a philanthropic matching fund to the Board for its consideration. At its April 2014 meeting the Board gave approval to proceed with requesting funding for a matching fund. The request is for $1,000,000 in one-time General Funds. The minimum amount eligible for a match from the fund would be $50,000. The purpose of gifts and matches would be to provide funding for new or existing institutional scholarship.
   The matching funds would be allocated to the institutions by Board staff. Whereas this would be a new program, there is no base funding.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      N/A
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      N/A
   c. List any additional operating funds and capital items needed.
      $1,000,000 one-time operating expenses

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   $1,000,000 one-time General Funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
   The State Board of Education has set an ambitious goal that 60% of Idahoans ages 25-34 will have a college degree or certificate by the year 2020. It is estimated that postsecondary education attainment for this adult population is currently at 40%. One of the biggest barriers to postsecondary education is cost. Based on the most current data available, Idaho provides $28 per FTE for need-based financial aid while the average aid for WICHE states is $689 per FTE.
## Estimated Need-Based Grant Dollars per Full-Time Equivalent Enrollment

<table>
<thead>
<tr>
<th>State</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>$1,144</td>
</tr>
<tr>
<td>California</td>
<td>$1,015</td>
</tr>
<tr>
<td>WICHE* Average</td>
<td>$689</td>
</tr>
<tr>
<td>US Average</td>
<td>$562</td>
</tr>
<tr>
<td>Nevada</td>
<td>$445</td>
</tr>
<tr>
<td>Colorado</td>
<td>$371</td>
</tr>
<tr>
<td>Oregon</td>
<td>$269</td>
</tr>
<tr>
<td>New Mexico</td>
<td>$257</td>
</tr>
<tr>
<td>North Dakota</td>
<td>$249</td>
</tr>
<tr>
<td>Alaska</td>
<td>$150</td>
</tr>
<tr>
<td>Montana</td>
<td>$123</td>
</tr>
<tr>
<td>Hawaii</td>
<td>$81</td>
</tr>
<tr>
<td>Arizona</td>
<td>$70</td>
</tr>
<tr>
<td>Idaho</td>
<td>$28</td>
</tr>
<tr>
<td>Utah</td>
<td>$18</td>
</tr>
<tr>
<td>South Dakota</td>
<td>$0</td>
</tr>
<tr>
<td>Wyoming</td>
<td>$0</td>
</tr>
</tbody>
</table>

*Western Interstate Commission for Higher Education

The value of a four-year degree is at an all-time high. The wage differential between those with a four-year degree and those with a high school degree has grown to 81% -- higher than at any time in the past 90 years. Thus, if this request is not funded, it could limit access to postsecondary education, which in turn impacts the earning power of thousands of Idahoans and the state’s tax base.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

   N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Goal 1: A Well Educated Citizenry, Objective D: Transition – Improve the ability of the education system to meet education needs and allow students to efficiently and effectively transition into the workforce.

Performance Measures:
- Ratio of STEM to non-STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).
  Benchmark: 1:4
- Percentage of students participating in internships.
  Benchmark: 30%
- Percentage of students participating in undergraduate research.
  Benchmark: 30%
Goal 2: Critical Thinking and Innovation, Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Performance Measures:
- Institution expenditures from competitive Federally funded grants
  Benchmark: $112M
- Institution expenditures from competitive industry funded grants
  Benchmark: $7.2M
- Number of sponsored projects involving the private sector.
  Benchmark: 10% increase
- Total amount of research expenditures
  Benchmark: 20% increase

Description:
University research can be a driving force in innovation, economic development and enhanced quality of life in the State of Idaho. By developing and leveraging the State’s unique research expertise and strengths, Idaho’s universities can serve as an engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the State’s reputation as a national and international leader in excellence and innovation.

The Higher Education Research Council (HERC) has identified the limited funding for research infrastructure as a barrier to increased research capabilities at our three public research institutions and Lewis-Clark State College. Increased funding for infrastructure support would be distributed to the institutions through HERC to support the establishment of new and innovative research projects, including one time expenditures for equipment, technician support, startup funds for new hires and incentives to reward faculty for exceptional research achievements.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   $325,000 is being requested. These funds would be distributed to the institutions for the enhancement of specific research capabilities at each of the institutions.

2. What resources are necessary to implement this request?
   These funds would require no additional resources in the State Board of Education Office.
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
   c. List any additional operating funds and capital items needed.
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Funding of this requested would allow the institutions to increase their research capabilities. The most immediate benefit would be to student who would have access to additional strong scholarly education programs through the integration of education with research at the universities, and the high caliber of faculty that research can capabilities can attract to an institution. As research capabilities are increase at the institutions the state as a whole would benefit through an increase in a scientific workforce and the generation of new knowledge, inventions, and technologies that can be commercialized, thereby expanding Idaho’s economy.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
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Supports institution/agency and Board strategic plans:

In accordance with the strategic plan, mission and values of Boise State University, this line item is focused at securing funding that will address compensation shortfalls due to years of limited state funding for compensation increases resulting in significant challenges of salary compression, turnover, and failed recruitment efforts due to low salaries.

The University is committed to increasing postsecondary degrees and certificates to ensure necessary progress is made towards the State Board of Education’s Complete College Idaho Initiative. Offering employees competitive compensation is fundamental to retaining and recruiting faculty and staff that are key to achieving success in meeting this goal.
Description:
Institutional Research, Faculty Financial Affairs Committee, Human Resource Services and the Budget Office have all been engaged in recent analysis of employee compensation with the objective of gaining perspective on significant issues and providing recommendations to improve the competitiveness of compensation at Boise State University. The comparative analysis used College & University Professional Association (CUPA) data for faculty (using CUPA categories of Master's Large or Doctoral Research, depending on the programming level in the department), and compa-ratios for staff analysis.

The comparison of faculty salaries to Master's Large averages showed 100% of the departments had at least one category of faculty (i.e., Lecturer/Instructor, Assistant, Associate, or Full) with salaries below the respective CUPA averages. In many disciplines, average salaries were comparatively low for all faculty. A comparison of salaries in doctoral-degree granting departments to their peers shows substantially larger salary gaps that raise concerns for retention and future hiring. The overall analysis shows an annual need of $4.8 million for faculty salaries to reach 90% of the CUPA averages for Doctoral Research Universities.

The average compa-ratio of all professional staff is 97% of the established midpoints of the Professional Staff Salary Administration Plan pay ranges. However, lack of significant raises over the past eight years has created equity and significant compression issues particularly for longer service employees. The recent review of classified staff shows that a significant percentage of employees in their position more than two years with compa-ratios of less than 80 percent and 95 percent of all classified staff are below mid-point/policy. Employee turnover data shows classified staff with a turnover rate of 15%.

Determining an overall average of a 3% increase for salary competitiveness for this line item is based on the analysis done up to this point. An initial calculation indicates an average increase in faculty salaries of 4%, professional staff 1%, classified staff 3% and graduate student stipends of 2% would make a significant impact towards ensuring the University has a competitive salary structure. Further analysis continues and will be more detailed as this line item request is finalized for the late August submission to the State of Idaho.
The primary mission of Boise State University’s security department is to provide a safe and secure campus environment. Senate Bill 1254 was passed into law and concealed weapons on campus will be allowed on campus starting July 1, 2014.

Further, Senate Bill 1254 expressly prohibits firearms in campus dormitories or a venue hosting 1,000 people or more. This prohibition requires an enhanced access control program that necessitates metal detection capability at entrances. This capability requires additional trained security personnel, as well as armed campus security
personnel and law enforcement officers, on scene to handle the resulting weapons situations. The impact is a substantial increase in security costs.

Description:
Campus Security will transition the department to meet the requirements of the law while continuing to ensure a safe and secure campus environment. The new program requirements continue to be evaluated and more specific details regarding pricing and options for metal detectors and other required one-time security needs will be available within the next few weeks.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

   8 FTE with salaries and fringe benefits totaling $667,560

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   c. List any additional operating funds and capital items needed.

   Recurring operating costs of $279,850 (Includes increased cost of Boise Police Department contract)
   One-time cost for metal detectors, hand held wands and ballistic vests for personnel. Preliminary cost estimate.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
Boise State University was awarded $700,000 (over three years) in Idaho Global Entrepreneurial Mission (IGEM) funding through the Higher Education Research Council (HERC) in FY13 to expand and restructure its Department of Computer Sciences (CS) to help meet compelling state workforce development and research needs in the local and regional software engineering community. This funding was used to hire four new faculty and five graduate assistants to enhance the student pipeline, encourage tighter industry integration, and increase research activity within the department. This initial investment has resulted in substantial increases in student
enrollment, extramural research funding, and industry interactions within the department. However, there continues to be a tremendous need for highly-skilled software engineering graduates in the Treasure Valley high-tech community. Consequently, this request seeks resources to hire additional Computer Science faculty and graduate assistants to further support and enhance the current trajectory of growth, and the goals defined in the Boise State University and State Board of Education strategic plans.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

   8 FTE with salaries and fringe benefits totaling $1,060,400
   5 FTE of graduate assistants totaling $124,800

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   c. List any additional operating funds and capital items needed.

   Recurring operating costs (including five GA waivers) of $75,660

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
In accordance with objective 1.2 of the Strategic Plan, Idaho State University’s goal is to achieve academic excellence in programs by recruiting and retaining high quality faculty and staff. As the talent pool continues to shrink, it becomes more difficult to attract and retain employees that can effectively instruct students, engage in innovative scholarship, and perform high quality institutional and public service.

**Description:**
To determine the competitiveness of compensation at ISU, the Office of Human Resources has reviewed the market position of classified staff, non-classified staff, and
instructional faculty at ISU. In assessing the competitiveness of compensation, the following market criteria and comparison groups have been taken into consideration.

**Classified Employees**
The FY 2015 State Employee Compensation & Benefits Report indicates that the average Compa-ratio for classified employees of ISU is 83%. This report indicates that, on average, classified staff at ISU are 17% behind the mid-point of their respective pay grades, (approximately $3,502,156 behind market).

**Non-Classified Staff**
To assess the competitiveness of compensation for non-classified staff, ISU has historically made use of the CUPA-HR salary survey. For salary administration purposes, ISU has defined its market comparison group within the CUPA-HR survey as all public institutions of higher education that provide graduate and undergraduate programs within the Carnegie classification of Doctoral Research High. Within this defined comparison group, the average non-classified staff member at ISU is at 82.6% of the median salary in the CUPA-HR survey. The Office of Human Resources has then used this number to estimate that non-classified employees are 17.4% behind their peers within the CUPA-HR survey, (approximately $6,619,085).

**Faculty**
In a similar fashion to non-classified staff, ISU has historically made use of the CUPA-HR salary survey to assess the competitiveness of compensation packages for faculty. In review of the 2014 CUPA-HR faculty salary survey, ISU faculty are on average 78.5% of their peers within the Doctoral Research High Carnegie classification, for all public institutions with both graduate and undergraduate programs. The Office of Human Resources has used that number in providing an estimate that on average, faculty are 21.5% behind their peers, (approximately $14,839,519).

**Questions:**
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   
   After reviewing the market positions of all employee categories at ISU, we propose a 6% increase in salary funding so that the institution can continue to improve the competitiveness of compensation packages for faculty and staff.

2. What resources are necessary to implement this request?
   
   $4,943,100
   
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

   Faculty & Staff
   
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
ISU, as a result of program prioritization, will direct cost savings identified to address salary competitiveness.

c. List any additional operating funds and capital items needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   This request is for General Funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   To improve the competitiveness of compensation for faculty & staff so that we can recruit and retain the talent that will maintain ISU as a high quality institution.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

   Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:
Board strategic plan: Goal 1, objectives A-D; Goal 2, Objectives A, B.

Institutional Goal 4 – prepare students to function in a global society.

Objective 4.1: Enrich learning and research opportunities for both students and faculty through greater development of international programming.

Objective 4.2: Recruit and retain students, faculty, and staff from underrepresented groups to better serve institutional and community needs for integration of multicultural and gender-related perspectives in our range of programming.
Description:
This request is for $1,700,000 in matching funds for the Career Path Internship (CPI) program at Idaho State University.

The CPI Program was created in FY 2010. The program started as an on-campus program and has expanded each year. At the inception of the program in FY 2010, more than 200 students participated. Year to-date for FY 2014, more than 700 students are involved. Recently, expansion has included off-campus positions as the community and ISU partner together to provide additional experiences for the students.

The program is intended to provide opportunities for students to work in their field of study while still attending school. Both undergraduate and graduate students have the opportunity to have hands-on experience in their chosen field of study. The program provides mentoring from respected and experienced practitioners. This provides the student with real-world work experience that gives students an advantage as they seek employment.

The CPI program lines up with all four core themes of the ISU mission. Learning and discovery: students are able to apply their studies to an actual job, reinforcing the learning in the classroom. Access and opportunity: some students depend on campus employment to stay in school. The CPI program not only provides an opportunity for an on-campus job, but the job is in their field of study. This work experience will lead to greater opportunities for employment post-graduation. Leadership in the Health Sciences: many of our CPI positions are in the Health Sciences field, providing opportunities on campus and off for students to get experience in the health sciences field. Economic and Social impact: recently, the CPI program has expanded into the community. This enhances the impact ISU has on the local economy and provides further opportunities to enhance the town and gown relationship with local business owners.

The FY 13 survey of CPI students indicated that 95% of students believed the CPI program was positive or very positive on their educational experience. Fully 91% of students indicated that their internship met their expectations. Additionally, 88% of students believed that the CPI program would enhance their chances of finding a fulltime job in their field.

The program is also been incredibly useful as a recruitment and retention tool. Admissions staff recently started using CPI positions as a recruiting tool, offering 50 CPI positions to exceptionally well-qualified students.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   Matching funds of $1.7 million are being requested to enhance and expand the number of positions available to ISU students.
2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      Undergraduate students are paid at $8.00 per hour, graduate students are paid $10 per hour and doctoral level students are paid $12 per hour.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      $1.7 million dollars would represent more than 200,000 working hours for students at the undergraduate level.

   c. List any additional operating funds and capital items needed.

      None at this time.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Students at ISU will be served by this request. The expected impact of the funding is that students will enter the workforce with both an education and work experience. This increases their marketability to potential employers.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

   Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

**Goal 1: A Well Educated Citizenry, Objective A: Access**
Set policy and advocate for increasing access for individuals for all ages, abilities, and economic means to Idaho’s P-20 education system.

"eISU and online classes are increasingly important for reaching students in geographically disparate regions. Increased online access is critical for reaching the SBOE’s 60% goal."

**Goal 2: Critical Thinking and Innovation, Objective B: Quality Instruction**
Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.
Technology upgrades are essential for the online instructional faculty to increase and retain the numbers of students in online classes.

Goal 3: Effective and Efficient Delivery Systems, Objective A: Cost effective and Fiscally Prudent-increased productivity and cost-effectiveness.

eISU and online classes can be a more cost effective option for students and for the university with the appropriate technology and with the appropriate instructional design.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   - One Instructional Designer per college (six)
   - Clinical Instruction Designer/Coordinator
   - Cloud-based solution for online Intrusive Advising & Predictive Analytics
   - Functional Technical Support for online advising module
   - Training workshops & stipends for faculty
   - Technology upgrades for online Instructional Faculty

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      - Six Instructional Designers, base salary $55,000 plus fringe
      - Clinical Instructional Designer/Coordinator, base salary $65,000 plus fringe
      - Functional Technical Support for online advising module, base salary $55,000 plus fringe
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
   c. List any additional operating funds and capital items needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   One-time expenses: Cloud based solution for online Intrusive Advising & Predictive Analytic module- $250,000
Ongoing expenses: Salary for eight new positions-$445,000 plus fringe, yearly maintenance cost for online advising module-$40,000, technology upgrades for online instructional faculty- $300,000

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Idaho State board of Education Goal 2, Objective B Quality Instruction

“Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of faculty and staff.”

Performance Measure:

Maintain or slightly improve our salary comparison relative to peer institutions (for faculty and exempt staff) and relative to regional markets for our classified staff.
Description:

Our Board-approved peer institutions are averaging 3% to 4% salary increases on an annual basis with the result that, even with state-approved CEC initiatives, we continue to fall further behind the average salaries being paid at these peer universities. Partially state-funded CEC measures have been less than peer average and have resulted in further tuition burden on our students. These peer salary increases cover both their faculty and staff positions.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   We are requesting state-funding sufficient to provide a full-state-funded 4% salary increase for all General Education faculty and staff. Cash funded programs and grants and contracts would provide their own funds to implement a corresponding 4% average increase in those non-General Education functions of the university.

2. What resources are necessary to implement this request? None

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   All requested funds are state General funds in order to avoid imposing additional tuition and fee increases on students in order to provide this necessary increase.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   This impacts all faculty and staff employed in the university General Education operating units.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

   Our salary competitiveness is slipping so badly relative to peer institutions that we risk losing any opportunity to compete for comparably qualified faculty and staff in our efforts to bring a nationally competitive higher education to Idaho residents.
Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision. Salary Competitiveness

The University of Idaho is in something of a “free fall” with respect to faculty and staff salaries. Faculty salaries were 92.3% of peer average in FY08; they dropped to 87.6% in FY2013 and for FY14 are now at 84.3%. Peer institutions are raising their salaries an average of 3-4% per year. With the 2% CEC for FY15 we will still lose ground against peer salaries by 1-2 percentage points and could, within the next two to three years, find our salaries in the high 70 percentiles compared to peer institutions around the west.

Similar issues face our staff salaries. A regional market survey conducted almost two years ago put our staff salaries at 85% of the regional market and we are certainly lower than that now. We are closer to 70% of market for key IT staff and we are losing our best staff to WSU and local businesses on a regular basis. Although we are speaking here in terms of the University of Idaho, this is a statewide higher education issue. Our colleagues at Boise State, Idaho State and Lewis Clark State College are facing similar salary issues. The marketplace for faculty is a national marketplace – an individual receiving his or her Ph.D. from virtually any institution, is looking at a national job market for their faculty employment. If they can find similar employment, at a 20% to 30% improvement in salary compared to Idaho institutions, they will not be coming to Idaho. For established faculty who are building or have built successful careers in Idaho, there are comparable institutions across the nation that are actively seeking out the “best and brightest” to enhance their own educational and research initiatives.

All of this means that, for Idaho residents, their opportunity to receive their once-in-a-lifetime college education from the most effective and productive faculty is being diminished as we fail to attract or retain those individuals in Idaho institutions.

There is a similar impact for the state of Idaho with respect to our staff positions. This too is a national marketplace at the middle-manager to senior position levels. Institutions hiring for significant middle and higher management positions are almost always doing regional or national searches – and, once again, Idaho salaries are a barrier to finding the best, brightest and most effective of these individuals. Business has long recognized that paying the salary necessary to attract and retain the very best professionals, managers and staff often more than pays for itself in terms of creativity in problem solving and more efficient and effective ways to perform managerial functions. The impact of being way below market for these positions simply means that we will not be able to hire the skills and experience that we, as a state, need in order to be effective in the new education business functions of the 21st century. For example, an inability to retain key technical staff can affect our ability to effectively compete for non-resident students, who provide key financial support for our institutions, as our peers in surrounding western states out-recruit us for those very same students.
Salary competitiveness is a long-term issue – not readily corrected on one-year and easy to lose ground if there is not an annual effort to address the salary costs of the changing marketplace.
**Supports institution/agency and Board strategic plans:**

Idaho State Board of Education Goal 1, Objective B – Higher Level of Educational Attainment

This objective is supported by providing a job placement incentive in front or prospective students as clear encouragement to enroll in and complete a higher education degree.

Idaho State Board of Education Goal 1, Objective D – Transition

The proposed programs would directly enhance the ability of students to “efficiently and effectively transition into the workforce”.

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Idaho State Board of Education Goal 2, Objective A: Critical Thinking, Innovation and Creativity

The proposed programs would directly address this objective by increasing the opportunities to engage in real research activity or engage in applied work experiences that would test their ability to innovative and creative in solving real world problems.

Performance Measure:

Increased internship placements and undergraduate research and applied project opportunities over the next three years. Increase in appropriate job placement of undergraduate degree recipients within 9 months of graduation.

Description:

Nationally there is a clear and growing emphasis – by students and by many other higher education constituencies – that students need to complete their degree not only with knowledge and basic disciplinary skills, but they should emerge from these programs fully “job ready” – with job or project experience that provides them with a positive benefit in finding and excelling in their first job. A program that can effectively demonstrate job or employment readiness – and make those claims clear through the actions of its graduates – will attract more students to higher education and will motivate the students who do enroll to complete their degree in a more timely manner.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The request is for 15.5 FTE and some operating funds for these new staff in order to ramp up a much more aggressive career planning and place function; build a strong internship program, and develop a formal undergraduate research opportunity program to ensure students have as many opportunities as possible for a real research or applied project experience during their undergraduate degree program.

   The request would provide the following:

   Undergraduate Research Opportunity Program (UROP): 3 FTE, including a director
   Internship Program: 4 FTE
   Career and Placement Advising: 7 full time FTE and 3 half-time positions

2. What resources are necessary to implement this request?

   None beyond this request.

   The university is requesting $130,000 in on-going operating support for this program plus $28,000 in one-time capital outlay for equipment.
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for base appropriations of state General Funds for salaries and operating funds, plus one time funds to support equipment purchases. A successful implementation of these proposed programs should enable the university to successfully compete for other grant funds and private donations to enhance the facilities and opportunities being supported by these requested funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The request fundamentally supports all students seeking an undergraduate degree from the University of Idaho. Without these funds, we can and will continue to provide a reasonable and normal level of career planning and placement support for undergraduate degree seekers, but will be unable to move these programs to aggressive new levels.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Employment Readiness Program

Create a comprehensive, intensive, effective Career Planning, Placement, Internship and Undergraduate Research program at the University of Idaho

While the University of Idaho has sustained the academic programs of the institution throughout the last 5 years of difficult finances, thereby ensuring that students can readily find the courses necessary for graduation, other key support areas could not be sustained at the necessary levels. With the positive effects of our change to a 120 credit hour graduation requirement for most of our programs – positive in the fact that many more students are completing their bachelor’s degree in the traditional four years – there is a pressing need to accelerate student’s focus on the post-college opportunities, whether that includes employment; professional education or further academic work. This request is to create and fund an aggressive program of career planning and placement that would provide state-of-the-art career services to University of Idaho students and provide more extensive assistance to an already large number and percentage of graduating seniors to find the career opportunities they are seeking. Because the main campus of the University of Idaho is not located in a major metropolitan area, it becomes even more important to provide a very vigorous program to assist our students in finding employment and sustaining their career growth.
In addition to traditional career planning and placement functions, this effort must include a very vigorous internship program and a corresponding research opportunity program to provide students with hands-on experience in addition to an already effective instructional program. Both internships and research opportunities have been proven to enhance student employment opportunities and set strong foundations for continued career growth. Since some important research opportunities come without external funding support, the undergraduate research opportunity component of this proposal also includes operating funds that would enable the program to provide 30 student research stipends, at approximately $3,000 per academic year, to support the research work of students in, primarily, non-STEM disciplines. Paid internships and research opportunities also provide financial resources to assist students with their college expenses – thus expanding access to higher education.

The University would commit to providing an enhanced, attractive and effective physical environment for these services. These state funds would also be used to seek matching funding for program and space needs from our Vandal donors and from employers who have come to rely on access to our graduates to maintain their successful businesses. This initiative meets the SBOE goals for Complete College Idaho by providing a positive incentive for initial college enrollment and a strong incentive for college completion by making career opportunities and career preparation a key part of the student experience from the freshman year on.
Supports institution/agency and Board strategic plans:

**SBOE GOAL 1: A WELL EDUCATED CITIZENRY - Objective A: Access**

Occupancy of the old Ada County Courthouse by the Idaho Law and Justice Learning Center (a joint undertaking of the Idaho Supreme Court and the University of Idaho through its College of Law) will provide increased access to learning and education about the laws and regulations that affect the citizens of Idaho.

**Performance Measure:** Access for place-bound students

The Idaho Law and Justice Learning Center (ILJLC) will provide a unique opportunity for more citizens of Idaho to gain access to both civics education as well as the opportunity to earn a JD degree.

### Rental Costs – Idaho Law and Justice Learning Center (ILJLC)

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Description: The Idaho Law and Justice Learning Center (ILJLC) is a joint undertaking of the Idaho Supreme Court and the University of Idaho College of Law designed to link the public and judicial education operations of the Idaho Supreme Court, the Idaho State Law Library and the College of Law into one unified law and justice learning center in Boise. The ILJLC will be occupied and used by the parties for the following purposes:

- outreach and engagement with the general public regarding;
- the operation and management of the State Law Library;
- the delivery of judicial education by the Idaho Supreme Court; and
- the delivery by the College of Law of course offerings in Boise (currently consisting of a second and third year curriculum) through the Law School's Boise program.

The unique location of the ILJLC will permit the delivery of these efforts from a location in the heart of Idaho government – a place where laws are formulated, enacted, enforced and interpreted by the various branches of government. The ILJLC will be an important link to the citizens of Idaho by providing opportunities for law students and the citizens generally to learn about the legal history and the theoretical and practical aspects of citizenship, including the rights and duties of citizens with respect to each other and to the government.

The rental costs for the ILJLC have been set by the Idaho Department of Administration at $337,800/year as detailed in the attached draft Memorandum of Understanding and Capitol Annex Information sheet.

SBOE GOAL 2: CRITICAL THINKING AND INNOVATION - Objective A: Critical Thinking, Innovation and Creativity

The cooperative nature and undertakings of the ILJLC will provide an environment for the development of new ideas, and practical and theoretical knowledge regarding the law to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative in ways that will benefit society.

Performance Measures: Partnerships with private industry and area institutions.

Description: The ILJLC will allow the College of Law to better coordinate its various economic development activities with area businesses and educational institutions. Currently, the College has a concurrent degree program with Boise State University (the JD/Masters of Accountancy – Taxation), and is in the process of approving a concurrent degree program with BSU for a JD/MBA program. In addition to these in depth concurrent degree programs that will be supported by the ILJLC, the College continues to engage with area agencies and businesses through its three clinical offerings that include the Small Business Legal Clinic (offering assistance to small and start-up businesses, the Economic Development Clinic (offering assistance to local governments in encouraging economic development in their localities), and the grant-funded Low Income Taxpayer Clinic (assisting individuals with taxpayer issues with the IRS).
SBOE GOAL 2: CRITICAL THINKING AND INNOVATION - Objective B: Quality Instruction

The ILJLC will increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of faculty and staff.

Performance Measures: Increase in contact hours between the ILJLC and their respective target and outreach audiences.

Description: The ILJLC will be a center for the delivery of high-quality educational programs for the judiciary, the practicing bar, law students, college students from other institutions, civic organizations, high school students, and the public generally. In addition, the ILJLC will utilize the statewide video delivery system of the Idaho Supreme Court and the University of Idaho to better deliver programs in continuing legal education, with outreach to citizens generally and the practicing bar, resulting in high quality, cost-effective educational programming throughout the State of Idaho as part of their joint outreach and engagement activities.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The amount requested is for rental costs in the remodeled Courthouse building located on the Capitol Mall. Total rent for the facility is estimated at $337,800; $90,000 will be covered by the Idaho Supreme Court and the remaining $247,800 is being requested here to cover the University of Idaho portion.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
   c. List any additional operating funds and capital items needed.

   All necessary resources have been funded to allow occupancy of the ILJLC. Note that tenant improvements to the building in the amount of approximately $1.6 million will be funded by the University through private funds that have been secured.
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for on-going State General funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The primary beneficiaries of this request will be the students of the College of Law who will be provided a focused opportunity to study law in a location near the seat of government in Idaho. As noted above, additional beneficiaries will include the judiciary, the practicing bar, college students from other institutions, civic organizations, high school students, and the public generally by reason of the various credit, professional, and outreach instruction to be delivered from the ILJLC.

If the request is not funded, then operating funds from existing and planned educational and outreach programs would need to be utilized to fund the occupancy costs for the building. This would negatively impact the planned programming at the ILJLC and could delay or eliminate some of the efforts.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
MEMORANDUM OF UNDERSTANDING

The Department of Administration is given responsibility to manage multi-agency office space and space in the Capitol Mall complex by Idaho Code Sections 67-5708 and 67-5709.

This Memorandum of Understanding between the Department of Administration and the various state agencies which are tenants in state buildings is to specify the amount of space occupied by each tenant, the charge for that space footage, and the requirements and responsibilities related to that space.

STATE AGENCY TENANT: University of Idaho - Law Learning and Justice Center

Square Footage Total: 28,150  Charges Total: $337,800.00

**SPACE CHARGE DETAILS ARE BELOW**

The charge per Square Foot of occupied space is an annual charge for the maintenance and operations of that space; the base rate will not change during the fiscal year. The TOTAL CHARGE may change from time to time based on the amount of square footage occupied by the State Agency. If occupied square footage changes during the fiscal year, an adjusted MEMORANDUM OF UNDERSTANDING will be issued. Rent will be prorated based on actual amount of space occupied. Rent is prepaid.

The Department of Administration reserves the right to inspect the property; however, the inspection will not disrupt the State Agency's employees, and inspections will be scheduled at reasonable times. The State Agency is responsible for providing written notification to the Department of Administration, Division of Public Works, of any required maintenance or repairs the State Agency's employees may have discovered.

Questions regarding office space may be addressed to Facilities Services at (208) 332-1930. Billing questions may be addressed to Financial Services at (208) 332-1815.

BY: ___________________________ DATE: ___________________________

Teresa Luna
Director, Department of Administration

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Capitol Annex information for Idaho Law and Justice Learning Center MOU between Department of Administration and the ILJLC

Rent Charges:

Capitol Annex rent rates have been determined using a comparison of the Borah building and Capitol building charges along with the anticipated hours of operation planned in the building. Rent is for full service, which includes utilities, maintenance, janitorial, and security. Tenants are responsible for phone and data. Also, and should there be a need for after business hours security, the tenant is responsible for that as well.

The costs associated with maintaining the building will be monitored, then after one full year of use the rent will be adjusted up/down for FY18. Rent will not exceed $12 per square foot for FY16 and FY17. Capitol Mall rent rates are typically adjusted IF needed every three years.

Rent will not be charged until the building opens for business in FY16, which is anticipated to be September 2015. Typically MOU’s are sent to agencies beginning each fiscal year and billed in half year installments. In this instance a pro-rated bill will be sent to University of Idaho for the Law Learning and Justice Center for the first half of FY16.

http://leasing.idaho.gov/docs/fac_manual.pdf (Section H - OCCUPYING A STATE-OWNED BUILDING)

Hours of Operation: (per L Dillion and B Johnson)

Weekdays: 6 AM until 11 PM
Weekends: 8 AM until 4 PM

Note: State Office Buildings are open for public access during normal working hours, which are from 7:00 a.m. to 5:30 p.m., on all state scheduled work days. Per University of Idaho, the building is to be accessible to University law students and staff 24/7, or as determined by the Dean for the Law School.

ID and Access Cards:

Capitol Mall uses the Hirsch Velocity system, HID proximity card for access. Capitol Mall security will need a sample card to affirm that University of Idaho Identification and Access cards are compatible with the Hirsch system. If so and once the University issues cards, those cards can be activated into the Capitol Mall system.

Parking:

University of Idaho staff who work at the Capitol Annex are eligible to participate in the Capitol Mall parking program. Because University of Idaho does not issue paychecks through the SCO, arrangements will be made for charging and collecting fees from University of Idaho staff for parking. Students are not eligible to participate in Capitol Mall parking.

http://cms.idaho.gov/parking/

Signature lines:
Supports institution/agency and Board strategic plans: This request supports the State Board of Education Strategic Plan, Goal 2, Objective B (“Quality Instruction”): “Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.” This request also supports the related LCSC Strategic Plan, Goal 1 (“Sustain and Enhance Excellence in Teaching and Learning”), Objective 1E (“Recruit and retain a highly qualified and diverse faculty and staff”). The benchmark for Objective 1E is to meet or exceed the median salaries reported for peer institutions.

Description: This request addresses the large gap between the salaries of LCSC faculty and staff and their counterparts at peer institutions. It is anticipated that Idaho lawmakers soon will return to a sustainable funding approach for state employees,

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which will enable them to keep pace with market-competitive rates, once a solid baseline is established. However, the appropriation of consistent CEC funding increases in future years at, say, 3% to 5% per year, as previously recommended by the Governor’s Office and DHR, would not enable LCSC employees to catch up with the significant salary gaps which currently exist with median salaries at peer institutions. The requested 6% ongoing increase in General Fund CEC dollars would significantly narrow the following gaps:

- LCSC faculty salaries (all ranks) which are 11.2% beneath the median for peers.
- LCSC classified staff salaries which (per latest DHR annual report) are 80.9% of policy and well below the average for all state employees.
- LCSC exempt staff salaries which are at least 15% below the CUPA medians for similar positions at similar size institutions.

The requested ongoing funding ($1.2M total for base salaries, plus fringe) would be distributed based on merit and equity (market competitiveness), bringing LCSC’s average salaries closer to peer medians—closer to what would be considered a “C” grade if a standard grading scale were used as an analogy for salary competitiveness.

This request would also allow the College to address its serious compensation gap without placing an undue burden on student fees. It has only been within the last decade that it became legal under Idaho statute to charge students for the actual cost of instruction. Since the onset of austere funding in FY2009, policymakers have shifted an increased burden for instructional costs (including employee salaries and benefit costs) on the backs of students and their families.

This request would also enable the College to retain high quality faculty and staff (which are essential in order to provide quality programs) while continuing to expand output to meet the State Board’s CCI/60% goals. Absent sustained adequate funding for salaries, institutions would be forced to freeze current output levels and/or cannibalize operations to maintain a quality workforce and student population.

Finally, the request would signal LCSC employees that the state is committed to fair pay levels to sustain a quality higher education workforce and help the College return to its former low turnover rates. For the past year (as economic conditions have begun to improve in neighboring states and in the private sector, and as the change in real CEC dollars appropriated by the state has been negative over a number of years), LCSC turnover rates have begun to increase. Between 2012 and 2013 turnover rates have changed for the worse:

- Faculty turnover increased from 6.4% in 2012 to 11.0% in 2013 (a 72% increase)
- Classified staff turnover increased from 10.4% to 19% (a 91% increase)
- Exempt staff turnover increased from 5.9% to 8.7% (a 47% increase)

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? Answer: $1.2M in ongoing General Fund dollars, the entirety of which would be in the base.
2. What resources are necessary to implement this request? Answer: No resources other than the requested increase in base funding.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g., anticipated grants, etc.). Answer: see matrix above. The request is for on-going General Fund dollars. The institution will continue to seek grant and private funding to support personnel and programs.

4. Who is being served by this request and what are the expected impacts of the funding requested? Answer: This request provides immediate relief to faculty and staff at LCSC who, on average, fall well below the median salaries of their peers and counterparts. However, the primary benefit of committing to fair compensation for employees will be the sustainment and enhancement of program quality and student success.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. Answer: Restoring adequate compensation has been LCSC’s number one strategic priority for more than five years; however, until this cycle, the State Board has not entertained the approach of individual institutions submitting additional CEC requests beyond the formulaic 1% typically entered in the annual fiscal year MCO request.
Supports institution/agency and Board strategic plans: This request directly supports State Board Goal 1 (“A Well Educated Citizenry”), Objective A (“Access”) by increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 educational system; and Objective B (“Higher Level of Educational Attainment”) through participation and retention in Idaho’s educational system.

Description: This request would support a prototype test and validation of the “Work College” concept as a means for Idaho students/families of limited economic means to gain access to higher education without having to take on significant loan debt, while providing an additional avenue for the College to engage with and advise students in order to boost retention and student success.
For over two years, LCSC has been studying the “Work College” model, which has been highly successful on a college-wide basis in the Work Colleges Consortium (WCC) of seven colleges in the East and Midwest, to see if a similar approach could be modified and applied in Idaho public colleges/universities. Under this approach, students would work at “regular” jobs at the institution for 10 hours per week (10 months per year) in exchange for tuition costs and a small hourly stipend to offset other incidental college fees. Participating students, selected on the basis of financial need, are able to graduate without incurring large student debt. More importantly, in the Work College approach, the students’ work supervisors are directly and formally engaged in assessing student performance and progress, and provide another major pillar to help with retention, motivation, and advising. Work College students are more fully engaged with college personnel and operations and gain real work experience. LCSC staff members have worked with colleagues at the Work Colleges Consortium to identify already-proven procedures and formats which could be adapted for use in LCSC’s proposed trial run. Based on results at the seven WCC member institutions, we are confident that a Work College option for selected students would result in the following results for LCSC students:

- A low cost-option for students who might otherwise not access the higher education system due to anxiety over the cost of college and concerns over incurring significant debt.
- Enhanced engagement of participating students who would be integrated fully in the college work force, as well as within their student roles.
- Enhanced oversight and mentoring of students who would receive frequent, structured interaction from their supervisors as well as advisors.
- Students would have an opportunity to work at meaningful jobs within the college with a carefully controlled schedule compatible with their classes—they would already be contributing members of the Idaho workforce prior to graduation.

LCSC’s request would fund a four-year trial run involving a controlled cohort of 20 students. The requested funds would permit a meaningful test bed for the Work College concept, which, if successful, could then be integrated into the institution’s overall personnel and advising structure. Factors which make LCSC a logical test location for this concept include:

- Open access institution with an assigned (though unfunded) community college role and a diverse mission including associate, baccalaureate, academic, and professional-technical education.
- The lowest tuition of any of Idaho’s public four-year institutions.
- The leanest staffing levels of white- and blue-collar jobs (the institution would benefit from the addition of this limited number of additional part-time workers).

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? Answer: $209,000 to fund a single cohort testbed of 20 Work College students and one program coordinator.
2. What resources are necessary to implement this request? Answer: One program coordinator ($45,000 + fringe & health insurance) and funding to offset tuition/fees ($140,000). LCSC institutional funds will be used to cover supervisor costs for the participating students and workplace resources. One-time $3,000 capital funding for the coordinator’s computer and workstation.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.). Answer: Breakout of ongoing costs (all from General Fund and all but $3,000 ongoing) is indicated in the financial matrix above.

4. Who is being served by this request and what are the expected impacts of the funding requested? Answer: this request enables students to have access to higher education who might not otherwise be able to afford college, or, if they had to take out loans to attend college, would graduate with significant debt. The Work College students will benefit from additional engagement, oversight, and mentoring, while contributing to the college as part of the school workforce. The college will benefit from greater efficiency (improved student retention and success), better service to economically-challenged students and their families, and augmentation of its lean workforce.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. Answer: Not applicable. This is the first year that this line item has been requested.
**Supports institution/agency and Board strategic plans:**

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**GRAND TOTAL**

|               | $256,100   | $256,100   |

**Goal 1. Effective and efficient delivery system resulting in a highly skilled workforce for Idaho**

**Objective A. Synchronized system** | A coordinated, coherent system that demonstrates responsiveness and effectiveness in addressing Idaho’s workforce needs

**Description:**

EITC manages student registration, financial aid, grades, course completion, transcripts and other essential functions using the Colleague data management system. The software is the system from which information is extracted for the Statewide Longitudinal Data System.
Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

EITC manages student registration, financial aid, grades, course completion, transcripts and other essential functions using specialized software. All colleges do these processes using computer systems because the data management systems are complex. In 2008 EITC determined that the software used for these programs, which was made by SchoolDESX Technologies, LLC (formerly Sooner Microsystems), was no longer suitable for emerging federal requirements and replaced this system with software manufactured and supported by Ellucian, Inc. (formerly Datatel, Inc.) and called Colleague. Colleague software is also used at Lewis-Clark State College (LCSC), North Idaho College (NIC), and College of Western Idaho (CWI). Other colleges in Idaho each use similar software (ISU and UI-Banner, BSU-Peoplesoft, CSI-Jenzabar).

Colleague is the second largest operating expense for the college, after campus electricity costs. When personnel costs are included, Colleague is the largest overall expense for the college. Systems costs are rising at approximately 6% per year. Ongoing maintenance of the software, and coordination of this system with the state’s longitudinal data system and internal learning management systems requires a full time IT Systems Programmer (classified pay grade L).

EITC manages online student interaction, homework assignments, digital distribution of educational aids and many other learning systems through a software program known as Blackboard. Almost all colleges in the state use Blackboard; it is purchased through a statewide contract. The statewide contract is for the enterprise version; the systems available through this program are so complex that a systems specialist is required to provide the technical support for educators to fully exploit its capabilities.

As with all organizations which store and use electronic information, EITC is vulnerable to attack and hacking of information systems by outsiders primarily intending to gain personal information of students. This is a major problem. To protect this information and comply with various federal laws (FERPA, Gramm-Leach-Bliley, inter alia) EITC as with other colleges has a layered defense system including rotating secure passwords, firewalls, access controls and other protection methods.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

   - IT Systems Programmer
   - Classified Pay Grade L
- Full Time with benefits
- Current position at EITC being funded locally. Incumbent is currently paid $23.43/hour which is the 30th percentile of the pay scale. Policy for this pay grade is $27.55
- Permanent position

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
   No resources will be redirected.

c. List any additional operating funds and capital items needed.
   Annual software costs estimated at $185,000

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   It is requested that new general funds be made available to cover both the software costs and personnel costs on an ongoing basis.
   There are other costs associated with Colleague which will be covered by local funds, particularly from full time student technology fees. This system requires three dedicated computer servers, which have a service life of about 8 years. Due to periodic changes in the software to support new federal and state reporting requirements and new financial aid control methods, annual training for the operator is required. This typically requires approximately $4000 annually for participation in formal training and in local user group training.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
   The entire EITC campus is served by Colleague software with the exception of custodial and maintenance personnel. There will be no impact on short term college operations if the requested funding is or is not provided. Funding for this software, and the technician to support it, is currently being drawn from college financial reserves. The entire faculty is served by Blackboard software as are all full time and part time (credit) students. Not funding this request would leave EITC more vulnerable to cyber-attack and increase risk of data disclosure in violation of various federal laws.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
   Not previously requested
   Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
How connected to institution/agency and Board strategic plans:

**Goal 1: Effective and efficient delivery system resulting in a highly skilled workforce for Idaho.**

**Objective D: Student Success:**
Systems services, resources and operations support high performing students in high performing programs transitioning to employment.

**Description:**
Added cost is the difference between the extra costs of PTE programs over general education programs’ costs. Safety, current technology and instructional equipment are examples of added costs of PTE programs. Prior to the 2014 Legislative session,
added-cost unit values for PTE programs had not changed since 1998. At the same time technology, instructional equipment, and other added costs have increased.

In the 2014 Legislative session, the Legislature approved $756,400 ongoing from the General Fund to increase PTE’s secondary schools added-cost unit values. This included $512,900 to increase the unit value for the Ag. Science and Technology Programs and the Ag. Science/Mechanics Programs from $10,260 to $15,000, for an increase of 46.2%.

The line item also included $243,500 to increase PTE’s secondary schools added-cost unit values by 5% for all PTE secondary programs, with the exception of Ag. Science and Technology Programs and the Ag. Science/Mechanics Programs.

The Division of Professional-Technical Education is requesting $1,009,400 ongoing from the State General Fund to increase PTE’s secondary schools added-cost unit values by 20% for all PTE secondary programs, with the exception of Ag. Science and Technology Programs and the Ag. Science/Mechanics Programs.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   The request is for a change in the General Fund to increase PTE’s secondary added-cost unit values by 20% for all secondary programs, with the exception of Ag. Science and Technology Programs and the Ag. Science/Mechanics Programs.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. N/A
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. N/A
   c. List any additional operating funds and capital items needed. N/A

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.
   See cover sheet.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
   Students enrolled in secondary PTE programs are served by this request. The impact of this request is to help offset the increased costs associated with running the secondary PTE programs. Students, secondary schools and PTE programs would be impacted if the request were not funded.
5. If this is a high priority item list reason non-appropriated line items from FY 2015 budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision
Supports institution/agency and Board strategic plans:

**Idaho State Board of Education Goal 1: A Well Educated Citizenry**

**Objective B**
Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system.

**Performance Measure:**
Percent of Idahoans (ages 25-34) who have a college degree or certificate.
**Benchmark:** 60% by 2020

The postsecondary system of professional-technical education provides avenues to directly support the Idaho State Board of Education goal of achieving a 60% rate of
documented work readiness (postsecondary and/or industry credentials) amongst 25-34 year old adults by 2020.

Description:

Ongoing as well and one-time money is needed to continue the momentum from last year’s funding in the creation and expansion of advanced manufacturing programs. To remain competitive in the marketplace, the manufacturing sector of Idaho is faced with the implementation, operation, and maintenance of highly sophisticated equipment to automate their manufacturing, production, and processing systems. As an agent of economic development, PTE programs provide the workforce with the sophisticated skills required to support the new highly automated systems across the broad spectrum of advanced manufacturers in Idaho: food and dairy processors, aerospace, rapid prototyping, and many subsectors distributed around the state of Idaho. The current PTE postsecondary program inventory includes some elements of these needs, but there are specific emerging regional needs that prompt this request: a critical mass of food processors needing engineering and food processing technicians and industrial mechanics; the aerospace sector in northern Idaho; machine tool technology in southwestern and eastern Idaho, and aircraft maintenance in southeastern Idaho. In addressing these needs with each of the technical colleges, this proposal serves to upgrade, enhance, refine, and expand programs across the state as follows:

Line Item Request Summary FY2016

<table>
<thead>
<tr>
<th>Institutional totals</th>
<th>FTP</th>
<th>ongoing salary</th>
<th>benefits</th>
<th>OE</th>
<th>one-time equipment</th>
<th>budget total</th>
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<tr>
<td>CSI Food Processing Technology</td>
<td>0</td>
<td>14,000</td>
<td>165,000</td>
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<tr>
<td>Aircraft Maintenance Technology</td>
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<td>50,000</td>
<td>21,800</td>
<td>33,200</td>
<td>34,500</td>
<td>155,100</td>
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<tr>
<td>LCSC Engineering Technology</td>
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<td>34,500</td>
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<tr>
<td>NIC Advanced Manufacturing Aerospace Instructor</td>
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<td>50,000</td>
<td>21,800</td>
<td>33,200</td>
<td>35,000</td>
<td>140,000</td>
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</tbody>
</table>

Grand total | 3 | 140,000 | 52,400 | 215,200 | 596,000 | 1,003,600 |

Total ongoing | 192,400 |
Total one-time | 596,000 |

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The request includes personnel, operating expenses, and capital outlay (instructional equipment) to support the proposed advanced manufacturing programs intended to facilitate support for the State Board Goal 1, Objective B performance measure: 60% of Idahoans (ages 25-34) who have a college degree or certificate.

   Neither staffing nor base funding is anticipated to be available for these activities for FY2016.
2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
   
   Full time professional-technical program faculty will be hired when institutions are authorized to do so and according to institutional grades, qualifications, benefits availability, and hiring protocols.
   
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
   
   As several of the activities expand current operations, the programs’ respective impacts will vary at each institution. In general, existing human resources will not be redirected, but institutional operations will be somewhat affected by increased traffic due to the capacity enhancement nature of the request.
   
   c. List any additional operating funds and capital items needed.
   
   None

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   See cover sheet

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Those served include the industry who will potentially hire additional trained technicians, the students who enroll in these requested as well as existing programs (consistent with current institutional student demographics), and the citizens of Idaho through advancement towards the 60% goal.

   If this request is not funded, the ability of the system will be relatively hampered in the ability to expand the capacity and support that will be necessary to adequately support the emerging high-tech nature of the Idaho manufacturing sector and achieve the 60% goal.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

   In the Idaho Technical College System, it is an imperative that programs adapt to current need. There are elements of the prior year request in this current request. The major difference is the focus on a particular industry sector in need and giving instructional program development at this level of funding a high priority.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
## AGENCY: Division of Professional-Technical Education

**FUNCTION:** Dedicated Programs  
**Function No.:** 04  
**ACTIVITY:**  
**Activity No.:**

### A: Decision Unit No: 12.04  
**Title:** Agricultural and Natural Resources Education Programs  
**Priority Ranking:** 4 of 4

<table>
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<tr>
<th>DESCRIPTION</th>
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<th>Federal</th>
<th>Other</th>
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<td>PERSONNEL COSTS:</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Salaries</td>
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<tr>
<td>2. Benefits</td>
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<tr>
<td>3. Group Position Funding</td>
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<td>TOTAL PERSONNEL COSTS:</td>
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<td>OPERATING EXPENDITURES by summary object:</td>
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<tr>
<td>1. Supplies and services</td>
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<td>TOTAL OPERATING EXPENDITURES:</td>
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<tr>
<td>CAPITAL OUTLAY by summary object:</td>
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<tr>
<td>1. Instructional equipment</td>
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</tr>
<tr>
<td>TOTAL CAPITAL OUTLAY:</td>
<td></td>
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</table>

| T/B PAYMENTS: | $325,000 | $275,000 | $600,000 |
| LUMP SUM:     |          |          |          |

### Grand Total: $325,000 $275,000 $600,000

Supports institution/agency and Board strategic plans:

**Goal 1:** Effective and efficient delivery system resulting in a highly skilled workforce for Idaho.

**Objective D: Student Success:**
Systems services, resources and operations support high performing students in high performing programs transitioning to employment.
Description:

Idaho Code Section 13-1629 established the Agricultural and Natural Resource Education Programs which consists of:

1. **Idaho Quality Program Standards Incentive Grants** to provide incentive grants up to a maximum of $10,000 for instructors of agricultural and natural resource education programs offered in any grade 9 through 12 where such programs meet or exceed the applicable Idaho quality program standards as determined by the State Board for Professional-Technical Education; and

2. **Agricultural Education Program Start-Up Grants** to provide funds up to four (4) grants per school year (no more than $25,000 per grant), for school districts and public charter schools to begin or to re-establish an agricultural and natural resource education program in any grade 9 through 12.

For the **Idaho Quality Program Standards Incentive Grants Fund**, the Division of Professional-Technical Education is requesting State General Funds in the amount of $300,000 and Dedicated Funds in the amount of $200,000.

The FY2014 total FTE of Agriculture and Natural Resource instructors was 126 and it was established that 40% of the instructors would initially meet the criteria of Idaho Quality Program Standards with a maximum grant of $10,000 per instructor. The total request of both State General Funds and Dedicated Funds ($500,000) would meet this need.

For the **Agricultural Education Program Start-Up Grants Fund**, the Division of Professional-Technical Education is requesting State General Funds in the amount of $25,000 and Dedicated Funds in the amount of $75,000.

This grant fund will provide up to four (4) Agricultural Education Program Start-Up Grants (not to exceed $25,000 per grant) to school districts or public charter schools to begin or re-establish an agricultural and natural resource program in any grade 9 through 12. The total request of both State General Funds and Dedicated Funds ($100,000) would meet this need.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The Division is requesting funds to implement Idaho Code Section 33-1629 (“The board of professional-technical education shall in its annual budget request to the legislature request funding for the grant program provided for in this section.”). Funds requested from the Idaho Quality Program Standards Incentive Grants Fund will be used to award up to 50 grants to secondary school districts for programs that meet or exceed the applicable Idaho quality program standards established by the State Board for Professional-Technical Education. Funds requested from the Agricultural Education Program Start-Up Grants funds schools to begin or re-establish an agricultural and natural resource education program in any grade 9 through 12.
2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      None
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      None
   c. List any additional operating funds and capital items needed.
      None

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   See cover sheet

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
   Secondary students enrolled in, or who want to enroll in, agricultural and natural science education programs in Idaho's school districts and public charter schools.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
   None

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Goal 1, Objective B
Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation in Idaho’s educational system.

Performance Measure:
1. Increase graduation rates for the College of Southern Idaho from 18% to 28% by fiscal year 2018 (May of 2018) – IPEDs definition of graduation rate. Fall of 2014 benchmark
2. Increase retention in degree and certificate programs at the College of Southern Idaho from 50% to 60% by fiscal year 2018 (May 2018) IPEDS definition of Fall to Fall retention. Fall of 2104 benchmark
3. Increase the number of students earning degrees or certificates by 30% by fiscal year 2018 (May 2018). Fall of 2014 benchmark
4. Increase credits successfully completed by 15% by the Fall of 2017 based upon Fall of 2014 credits.

The above performance measures are in support of SBE benchmarks
   1. Attain a 75% new full time student return rate for the second year in Idaho community colleges.
   2. Attain 20% of head count for post-secondary unduplicated awards for certificates requiring one academic year or more of study.

Description:

The Idaho State Board of Education has set a goal of 60% of all Idahoans between the ages of 25 and 34 receiving post-secondary education or training in order to meet today’s needs in the workforce. The JA and Kathryn Albertsons Foundation (JKAF) has also strongly supported post-secondary education through their funding initiatives and “Go On” programs.

Though bachelor’s and graduate degrees are important, the community colleges feel very strongly that these goals can only be met through a combination of associate degrees, professional technical education, certificates and customized workforce training.

The proposed model is based upon successful pilot programs funded by short term grants at our institutions and proven programs successfully implemented throughout the nation. This model, based in part on Complete College Idaho, is one of career counseling, guided pathways for success (GPS), mandatory orientation, intensive and intrusive advising, redesigned remedial courses, continuous follow up and expanded tutoring. It is high touch and highly successful. From a student’s perspective, it requires a significant amount of effort for a shorter period of time and a much greater probability of success.

Each institution is at a different point in implementing programs to increase student success and therefore will have different needs. The funding distribution for this request is based upon each institution’s academic FTE as reported to the Idaho State Board of Education.

The following outlines the needs of each institution:

College of Southern Idaho
   1. Career and Transition Coordinators: 4 FTE ($32,000 salary plus benefits = $50,000) = $200,000, plus $20,000 operating expenses = $220,000
   80% of Idaho students graduate from high school but only 47% receive postsecondary training. We are missing the link in the transition to between high school and college. The new career and transition coordinators would work closely with recruiting and admissions staff in
helping students at the beginning of their postsecondary training and education. In addition to providing extensive outreach/recruiting services, staff would be involved in career coaching to assist students in making the right choices at the start of their education. In fulfilling this expanded customer service role, staff would not only ensure students were admitted but also make sure they completed orientation, were advised, registered, applied for scholarships, and had a financial plan. Staff would assist the student with any administrative problems. These staff members would deal primarily with full time students in both professional technical and academic programs. This is at once an educational process about careers in the recruiting phase and an integrated advising and enrollment process. The end result of this process is an individualized education plan that will lead to timely and successful program completion.

2. Advising Staff: 4 FTE ($32,000 salary plus benefits = $50,000) = $200,000, plus $60,000 in operating expenses = $260,000
   We have completed the first year of a very successful pilot program with funding from the JKAF. This pilot program targeted at-risk students (i.e. minority, first generation college, underprepared and economically disadvantaged). Based upon the pilot program results and with assistance from our existing advising staff, we would implement intrusive advising with a case management model. Each advisor would have mandatory meetings 4 times a semester for new students for the first year and at least two meetings per semester for the following semesters. These advisors would also provide mandatory orientation that involved academic, financial and career information for new students with assistance from faculty and staff. In addition to staff, operating expenses include enhanced scheduling software and student tracking systems.

3. Remediation Reform: 4 Instructional FTE ($41,000 salary plus benefits = $60,000) = $240,000, plus $60,000 equipment = $300,000
   The new instructional staff would be supplemented by existing faculty in the establishment of an open laboratory type setting with computerized developmental coursework. The year round labs would be staffed by trained instructional staff to monitor and assist each student in completing coursework at his or her own pace. Credit would be awarded based upon outcomes.

4. Expanded Tutoring and Student Mentoring: $80,000 Part-time and Adjunct
   Expand resources for post-gateway high risk classes such as biology, chemistry, high level math, nursing, etc. based upon success ratio of the courses. This would involve hiring skilled students and staff to assist in these areas, and these instructional coaches will be available during a wide range of open hours for these services will serve to improve completion rates.
5. Instructional Designer: 1 FTE ($70,000 plus benefits = $95,000), plus $45,000 in operating expenses = $140,000

This position would not only oversee quality in all of our online course offerings, but also would assist faculty in bringing up courses to the required level and monitor all courses for quality. The goal of this position is to increase success rates in all online courses through redesign and utilization of the most successful teaching techniques. While gateway courses would be targeted, the position would also assist in the development of quality online programs, not just courses.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for funding to develop a comprehensive approach to postsecondary educational services for all students. The approach involves the investment of resources on the front end of a student’s educational experience in order to increase program completion at the most economical price possible. Job coaching, recruitment, orientation, placement, advising, registration and follow up services are all significantly enhanced through this proposal.

The primary purpose of this request is to not only increase completion rates for all programs, but also to increase the number of students participating in post-secondary training. This is a direct response to both the Idaho State Board of Education 60% goal and the JKAF “Go On” campaign.

The base funding for salaries and benefits for the existing five advisors and an advising director is $327,900. The base funding for salaries and benefits for two recruiters is $97,200. Both of these amounts are in the College of Southern Idaho General Fund account.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

   4.0 FTE Recruiter/Advisor, $32,000, Full Time, Full Benefits @ $18,000, Hire Date of July 1, 2015, 12 month contract
   4.0 FTE Advisor, $32,000, Full Time, Full Benefits @ $18,000, Hire Date of July 1, 2015, 12 month contract
   4.0 FTE Faculty Instructor, $41,000, Full Benefits @ $19,000, Hire Date of August 1, 2015, 9 month contract
   0.0 FTE Faculty/Adjunct Faculty Tutors, $25 per hour, No Benefits, Hire Date of August 1, 2015
   1.0 FTE Instructional Designer, $70,000, Full Time, Full Benefits, Hire Date of July 1, 2015, 12 month contract
b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The existing CSI Admission and Recruiting functions will be restructured to ensure student follow-up is continuous and relevant. Coordination with Advising will also be enhanced along with increased, coordinated orientation and registration services for students.

c. List any additional operating funds and capital items needed.

We are requesting $20,000 in travel funds for Recruiting/Advising to increase the number of students we can reach. This will involve more intensive job coaching, advising and follow up than our current model.

We are requesting $10,000 in travel funds for our advising staff for professional development and collaboration with other institutions concerning best practices. We are requesting $20,000 in supplies for our advising staff to facilitate intensive advising through an increased number of student orientations held at various times throughout the year. There will be orientations every week in the summer. We are requesting $30,000 for software enhancements for advising to allow us to track students through stages of recruitment, orientation, advising, registration and completion. The software will provide a platform to assist in intensive advising. The data gathered will assist in determining the best practices for successful outcomes.

We are requesting $10,000 in travel, $5,000 in supplies and $30,000 for faculty professional development for our instructional designer position. The travel is to ensure that our instructional designer and selected lead staff stay current on best practices. The $5,000 is for various faculty events and meetings concerning instructional improvement. The $30,000 for professional development is to expose our faculty to innovative instruction. This will involve speakers, travel, webinars and direct instruction.

We are requesting $60,000 for a computer lab for remediation reform. The new lab will allow us to use assistive software for developmental students in an open setting with faculty to provide assistance. The objective is to get students up to college level within a single semester rather than multiple semesters.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The entire request is for General Funds. The $60,000 computer lab is a one-time start-up equipment purchase. Replacement computers will be funded from institutional funds.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request is to improve the services we provide to students to ensure they are successful in their post-secondary experience. As noted in our Performance Measures, we expect to see more students, to serve them better and to increase completion rates.

If this request is not funded, we will continue to run pilot programs serving small groups of students. This will refine the development of programs but it will not have a major effect on increasing enrollments and completion rates.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is the first year for this request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

CSI Strategic Initiative 1: Student Learning and Success
Goal 1: Demonstrate continued commitment to and shared responsibility for student learning and success.

Performance Measure:
1. The success rate of students testing into developmental education and completing their course of study will increase from 30% to 60% by fiscal year 2018 (May 2018)
Description:

One of the major barriers in getting students started on a career track is getting them through the general education requirements of math and English. 40% to 60% of incoming first-time full-time students place into remedial math, remedial English, or both, and students often take several semesters to complete traditional developmental education courses as a part of this process. Many get discouraged and quit.

Responding to pilot program results and evidence-based practices aligned with Complete College Idaho, CSI recognizes remediation reform is essential. Students must be accurately diagnosed in terms of their specific deficiencies, and then engaged in specialized learning opportunities and activities and their progress through these activities closely monitored. College personnel would facilitate the instruction, but the management interface, learning activities, and progress monitoring requires specific technology and potentially cloud-based data systems.

CSI proposes to secure access to a software solution that will accomplish these various interventions and activities. The anticipated outcomes are:

- Thorough identification of student-specific instruction
- Targeted, precise, individualized computer-based learning, facilitated by CSI personnel
- Automated progress reporting for enhanced student engagement
- Shortened time to enter gateway courses
- Economical alternative to multi-credit developmental courses
- Higher efficiency and success rates of student participants

There are many variables in the pricing of a hosted software system with these features. This request is for the purchase of a base system from which we can build upon based upon our measured success and best practices.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   The request is for $100,000 to pay for a hosted system and associated training for a specialized learning software system.
   Existing instructional staff will be trained in the use of the software.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      Existing instructional staff will be trained in the use of the system.
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      Developmental education faculty, both existing and if the need exists, new faculty, will be trained both in the use of the software and in the teaching methods required for this type of instruction.
c. List any additional operating funds and capital items needed. 
   No additional operating funds are required.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   Based upon the anticipated use of the program, we expect the annual maintenance and licensing fees to be approximately $150,000 per year for the hosted solution.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
   Students are the primary recipients and beneficiaries of this request. The anticipated impact will be significant in that both the timeline to gateway course participation will be accelerated and the rate of course completion will increase.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
   The prior year Line Items that were not funded were not requested this year. In light of CSI’s commitment to remediation reform consonant with the CCI Plan, this line item poses a more critical need.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Goal 3, Objective B: Data Informed Decision Making – increase the quality, thoroughness and accessibility of data for informed decision-making and continuous improvement of Idaho’s educational system.

Performance Measure:
1. Through the use of data analysis and continued participation with the Idaho State Board of Education, relevant, reliable, comparable data will be used in making management decisions. CSI will be able to participate in providing reports and data required by various entities.
Description:
The College of Southern Idaho currently has two part-time staff assigned to institutional research and reporting. In addition to traditional on-going ad hoc, IPEDS and administrative management reports, we have added reporting for the statewide longitudinal data system, the community college Voluntary Framework for Accountability, Complete College America, new Northwest Accreditation core standards and the Student Success Initiative. The staff is also responsible for Institutional Profile Report, a 150 page book of current as compared to historical data, charts and graphs specifically for CSI, which is completed every two years.
In addition to reporting, there is a growing emphasis by the Idaho State Board of Education for institutional research staff to participate in state and national conferences. We are also experiencing a movement towards analytics for predictive data and efficiencies. Analytics can provide valuable data but it is time intensive. Two part-time people cannot keep up with this workload.
This request is for funding to hire one full-time institutional researcher to assist our two part-time staff. This position will provide consistent support to our existing staff along with improving the process of getting needed reports for evaluation and decision making.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   A full-time institutional researcher position is being requested to assist in addressing the overwhelming amount of reporting and data analysis required both internally and externally.
   Currently, we have two part-time staff doing institutional research. The Dean of Instructional Technology spends part of his time on research and the remaining time supervising all network, hardware, web, telephone and telecommunication systems. This involves oversight of approximately 24 staff members. A research specialist who also does all ad hoc reporting for our Student Services and Business Office departments is also involved in institutional research.
   The total of $104,400 is currently being spent in this area.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      1.0 FTE, Institutional Researcher, $76,000, Full Time, Full Benefits, Hire Date of July 1, 2015, 12 month contract
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      The new institutional researcher will report to the Dean of Technology. The existing two part-time staff performing institutional research will share duties with the new position with the work being divided between them.
   c. List any additional operating funds and capital items needed.
We are requesting $2,000 for a high functioning computer and the applicable software.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The entire request is from the General Fund. The $2,000 for the computer and software is a one-time start up equipment purchase. Replacement equipment will be from institutional funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The College is the prime entity being served through the utilization of data to make good decisions to efficiently provide services to students.

If this request is not funded, we will have to prioritize what we can do with the existing staff. This may mean not participating in various programs, data reporting and state sponsored events.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is the first year of this request. The FY 2016 line items prioritized higher were not a part of a prior year request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
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### Supporting Complete College Idaho

**Priority Ranking 1 of 4**

<table>
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**OPERATING EXPENDITURES by summary object:**

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**CAPITAL OUTLAY by summary object:**

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**T/B PAYMENTS:**

- LUMP SUM: $15,000

**GRAND TOTAL**

- $1,000,000

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**Supports institution/agency and Board strategic plans:**

**Goal 1, Objective B**

Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation in Idaho’s educational system.

**Performance Measure:**

1. Increase retention in degree and certificate programs at North Idaho College from 54% (the 3 year average of Fall09 to Fall11) to 63%
2. Increase percentage of new students at North Idaho College who are awarded a degree or certificate from the current 20.8%.
3. Increase percentage of career program completers employed in related field from 54.9% to 65%.

The above performance measures are in support of SBOE benchmarks.
1. Attain a 75% new full time student return rate for the second year in Idaho community colleges.
2. Attain 20% of head count for post-secondary unduplicated awards for certificates requiring one academic year or more of study.

Description:

The Idaho State Board of Education (SBOE) has set a goal of 60% of all Idahoans between the ages of 25 and 34 receiving post-secondary education or training in order to meet today’s needs in the workforce. The JA and Kathryn Albertsons Foundation has also strongly supported post-secondary education through their funding initiatives and “Go On” programs.

Though bachelor’s and graduate degrees are important, the community colleges feel very strongly that these goals can only be met through a combination of associate degrees, professional technical education, certificates and customized workforce training.

The proposed model is based upon successful pilot programs funded by short term grants at our institutions and proven programs successfully implemented throughout the nation. This model, based in part on Complete College Idaho, is one of career counseling, guided pathways for success (GPS), mandatory orientation, intensive and intrusive advising, redesigned remedial courses, continuous follow up and expanded tutoring. It is high touch and highly successful. From a student’s perspective, it requires a significant amount of effort for a shorter period of time and a much greater probability of success.

Each institution is at a different point in implementing programs to increase student success and therefore will have different needs. The funding distribution for this request is based upon each institution’s academic FTE as reported to the Idaho State Board of Education.

The following outlines the needs of each institution:

North Idaho College

1. Coordinator Retention/Completion: 1 FTE ($60,000 salary plus $20,000 benefits), $2,500 operating expense and $1,500 equipment. = $84,500

   A Coordinator for Retention/Completion will help to manage, develop and implement retention strategies to support student cohorts, and will help develop measurable goals to enhance student progress to degree completion. In addition to closely tracking student progress, the coordinator will assist with developing reports and will work with campus leaders to plan and provide support for broader campus retention efforts. The Coordinator will support instructional efforts to help sustain several grant-funded programs. This position will assist students with student services needs as they enter programs, track and aid students through their programs, and provide employment assistance as they complete programs.
2. Advising Staff: 4 FTE ($45,000 salary plus benefits = $60,000) = $240,000 plus $8,000 in operating expenses and $6,000 in capital outlay = $254,000
   We have has a very successful pilot program with funding from the J.A. and Kathryn Albertsons Foundation (JKAF). This pilot program targeted at-risk students (i.e. minority, first generation college, underprepared and economically disadvantaged). Based upon the pilot program results and with assistance from our existing advising staff, we would implement intrusive advising with a case management model. In addition to staff, operating expenses include travel and training and capital outlay includes computers and some office furniture.

3. Summer Remediation Program: 3 FTE ($45,000 salary plus benefits = $45,000) = $180,000, plus $6,000 equipment and $4,500 operating expenses = $190,500
   The new staff would be supplemented by existing faculty in the establishment of an open laboratory type setting with computerized developmental coursework for math and English. The year round labs would be staffed by trained instructional staff to monitor and assist each student in completing coursework at his or her own pace.

4. Transition Coordinator: 1 FTE ($45,000 plus benefits = $60,000), plus $2,500 operating expenses and $1,500 equipment = $64,000
   A Transition Coordinator position will work closely with recruiting and admissions staff to help students transition from secondary to post-secondary programs. The Transition Coordinator will provide pathways coaching, will assist students in navigating through admissions and financial aid requirements, and will aid students with their education plans. Integrating the sometimes overwhelming admissions process with early advising ensures a smooth transition for students and a clear path toward timely completion of their program of study.

5. Support for Faculty Engagement in Intrusive Advising: 5 FTE (part time and adjunct faculty) plus benefits = $144,000
   The college has successfully implemented Intrusive Advising for at-risk students but has only been able to implement it on a small scale. Since faculty are often the first and most important point of contact for new students, they are in a position to recognize the early signs of an "at-risk" student such as sudden non-attendance or sudden failure to turn in work. Frequent faculty-student contact in and out of the classroom is the most important factor in student motivation and involvement. By providing support for faculty engagement in intrusive advising, the college can identify at-risk students early in their program thereby moving a greater number of students toward completion.

6. Faculty Professional Development: $80,000 operating expense
   Several faculty-driven curriculum process changes are underway at NIC as a result of the state-wide General Education Reform (GEM) initiative,
and the adoption of the Guided Pathways approach to reducing time to graduation. The need for professional development for faculty is great so that the work continues toward identifying an explicit core with shared learning outcomes that clearly guides students toward their educational goals. NIC has begun work to review and implement a redesigned core that will not simply generate more degrees, but will generate quality degrees, and to both collect and use assessment data to make core course improvements.

7. Expansion of Quality Matters: 1 FTE ($60,000 plus benefits = $80,000), plus $50,000 in instructional stipends, $52,000 operating expenses and $1,500 in equipment = $183,500

The Quality Matters project at NIC is aimed at creating a continuous improvement process for assuring the quality of online instruction. The project will involve faculty, instructional designers, and staff in best practices in instructional design. The project will help to systematically ensure the quality and consistency of NIC’s online courses resulting in greater success rates for online students.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   The request is for funding to develop a comprehensive approach to postsecondary educational services for all students. The approach involves the investment of resources on the front end of a student’s educational experience in order to increase program completion at the most economical price possible. Job coaching, recruitment, orientation, placement, advising, registration and follow up services are all significantly enhanced through this proposal.
   The primary purpose of this request is to not only increase completion rates for all programs, but also to increase the number of students participating in post-secondary training. This is a direct response to both the Idaho State Board of Education 60% goal and the JA and Kathryn Albertson “Go On” campaign.
   The base funding for salaries and benefits for the existing staffing includes six advisors and advising Director totaling is $338,700. This amount is in the NIC general fund. We also have two positions funded by the Albertson’s grant in the amount of $93,000. This is grant funding.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

   1.0 FTE – Transition Coordinator $45,000, full time with benefits at $15,000. Anticipated hire date 7/1/16. 12 month employee.
   1.0 FTE Coordinator Retention/Completion $60,000, full time with benefits at $20,000. Anticipated hire date 7/1/16. 12 month employee
5.0 FTE Faculty/Adjunct Faculty Advisors 150 stipends at $800/credit. Taxes and retirement only benefits. Anticipated hire date 8/15/16
1.0 FTE Instructional Designer $60,000, full time with benefits at $20,000. Anticipated hire date 7/1/16. 12 month contract.
0.0 FTE Faculty/Adjunct Faculty Training Stipends, $500/faculty member for 100 faculty, taxes and retirement only. Hire Date of August 1, 2016
4.0 FTE Advising Staff $45,000, full time with benefits at $15,000. Anticipated hire date 7/1/16. 12 month contract
3.0 FTE Advising Staff $45,000, full time with benefits at $15,000. Anticipated hire date 7/1/16. 12 month contract

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The existing NIC advising and instructional staff will train with and support these initiatives. There are already staff and faculty interested in and piloting these programs.

c. List any additional operating funds and capital items needed.

We are requesting $80,000 in professional development funds for instructional personnel to help the college with general education reform and to design better methods for collecting, utilizing, and sharing student learning outcomes assessment data. This work will guide students toward their educational goals.
We are requesting $15,000 for computers for the new staff in this request as well as for office furniture.
We are requesting $10,000 travel funds for the advising staff for professional development and collaboration with other institutions concerning best practices.
We are requesting $11,000 in travel, $20,000 in supplies and $30,000 for training and professional development for our instructional designer position. The travel is to ensure that our instructional designer and selected lead staff stay current on best practices. The $20,000 is for providing supplies and training materials to the faculty being instructed in the new methods. The $30,000 for professional development is to expose our faculty to innovative instruction. This will involve speakers, travel, webinars and direct instruction.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The entire request is for General Funds. The $15,000 for desktop computers and furniture is a one-time start-up equipment purchase. Replacement computers will be funded from institutional funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
This request is to improve the services we provide to students to ensure they are successful in their post-secondary experience. As noted in our Performance Measures, we expect to see more students, to serve them better and to increase completion rates.

If this request is not funded, we will continue to run pilot programs serving small groups of students. This will refine the development of programs but it will not have a major effect on increasing enrollments and completion rates.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is the first year for this request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Goal 3, Objective B: Data Informed Decision Making – increase the quality, thoroughness and accessibility of data for informed decision-making and continuous improvement of Idaho’s educational system.

Description:
The demand for more information to support regulatory compliance, strategic data driven decision making, ad-hoc and operational reporting needs is ever increasing. Renewed emphasis and institutional commitment and priority need to be given in the area of data development. An additional staff position in Information Technology will enable the College to markedly improve reporting and information analytics.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      1 FTE Data Analyst/Developer, $78,500 salary full time with benefits at $26,000. Anticipated hired date 7/1/16. 12 month contract.
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      No resources will be redirected. Existing operations will improve quality and availability of reporting to campus and constituents.
   c. List any additional operating funds and capital items needed.
      $5,000 for travel to training and meetings with other schools. $3,000 one-time funds for a desktop computer and office furniture.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   Funding request is for state general funds. $3,000 is for one time capital items (computer and office furniture).

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
   Since 2006, Information Technology has partnered with the Office of Institutional Effectiveness to develop an institutional reporting capability including a centralized, data-mart reporting environment. This environment utilizes Microsoft technologies and reporting tools that came at no additional cost to the institution due to our existing campus license agreement with Microsoft.

   Leveraging the Microsoft Business Intelligence suite of tools will pay great dividends to North Idaho College. The Developer position will not only assist and support the existing Information Center staff and data analysts but will further extend the college’s ability to complete current information initiatives and address new analytics initiatives, taking the data mart reporting platform to a new level.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
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<tr>
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<td>50 doors at $5,000 per door.</td>
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Supports institution/agency and Board strategic plans:

Performance Measures:

**Narrative Support:** Since the passing of SB 1254, allowing concealed weapons on campus, the safety of our college campuses have come into question. Increased training and personnel within our campus security department along with the installation of surveillance cameras and expanding the capability for securing areas of campus through electronic access will serve to make our campus safer.

**Description:** Enhancing the capabilities of our campus security by providing an increased visual presence and ability to respond to multiple calls will better serve our students, employees, and visitors.

**Questions:**
1. What is being requested and why?
   Increased security personnel, campus wide exterior surveillance system, and enhanced electronic access controls. These 3 components will serve to improve the safety of our campus for students, employees, and visitors.

2. What is the agency staffing level for this activity and how much funding by source is in the base?
   We are requesting 2 full-time, benefitted staff positions. 100% of the funding for this position is base.

3. What resources are necessary to implement this request

4. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   All anticipated expenditures would be state general funds. $540,000 would be one-time funds for capital purchases.

5. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted
   Students, employees, and visitors to the North Idaho College campus will experience a more safe and secure environment. If this request is not funded, we will not be able to provide the enhanced level of safety and security we hope for.

6. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
   Line items from prior year budget requests have either been funded or are a lower priority within the North Idaho College mission and strategic plan.
### Electronic and Information Technology Coordinator (ADA)

**Priority Ranking 4 of 4**

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<td>Office remodel in Seiter Hall, computer, and equipment</td>
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<td>Electronic Information Technology and Assistive Technology Conferences, staff development and association memberships</td>
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<tr>
<td>Network, Software, and other system compliance: HiSoftware Compliance Sheriff for Web Content Compliance Automation, ($32,000); Campus-Wide Speech to Text Software Licensing Software Read/Write Gold ($12,000); Transcription Costs for Video and Film Captioning ($18,000)</td>
<td></td>
<td></td>
<td>$62,000</td>
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<td>Hardware Compliance: Access Kiosk Computer Replacements ($18,000); Student Disability Multimedia Computer Stations upgrades for 7 sites ($21,000); Blind and Visually Impaired Assistive Technology Lab to include 3-D printing for Tactile accommodation ($15,000)</td>
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<td>54,000</td>
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Supports institution/agency and Board strategic plans:

Performance Measures:
Performance objectives and measures will be defined in the North Idaho College Electronic and Information Technology (EIT) Policy and Procedure.

Description:
The U.S. Department of Education, Office for Civil Rights is widely publicizing the recent May 4, 2012 University of Montana EIT compliance complaint against the institution. The Office for Civil Rights is reminding all post-secondary institutions that the remedial actions against the University of Montana should be viewed as a template to ensure colleges are in compliance with EIT requirements and standards. After reviewing the Department of Education, Office for Civil Rights Resolution Agreement with the University of Montana, NIC has recognized the need to designate/hire an Electronic and Information Technology (EIT) coordinator, develop an EIT Policy and Procedure, audit all college electronic systems for accessibility compliance, and develop a priority list to begin addressing deficit areas. NIC has already identified several deficit areas through past audit activity including the need to install web content compliance software, purchase a campus wide licensing for text to speech software system, upgrade computer kiosks, information stations, copiers, learning management systems including classroom technology and multimedia, phone systems, and also provide captioning of videos and film content to ensure accessibility for students with disabilities is adequately addressed. Additionally the EIT Coordinator would be responsible for identifying additional funding sources and grants to ensure continued electronic and information tech compliance across all NIC campuses and platforms.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   It is critical for North Idaho College to fully meet federal EIT compliance and in order to do so, both staff and capital outlay resources must be established and maintained. North Idaho College is requesting funds to expand and further develop its Electronic and Information Technology (EIT) compliance to ensure NIC systems are fully accessible for individuals with disabilities. In order to meet compliance standards, NIC must develop an EIT Accessibility Policy and Procedures, designate an EIT Coordinator who has the responsibility and commensurate authority to coordinate the College's Accessibility Policy and Procedures, perform an audit of EIT applicable systems at NIC, prioritize deficient systems, and then implement enhancement and corrective action to ensure EIT compliance. In addition to requesting base funding for an EIT coordinator position, several large scale EIT systems expenditures are also being recommended as part of this request.

   Salary request for 1 full-time, benefitted staff position. 100% of the funding for this position is base.
Request funding for EIT upgrades and improvements which may include the following: website accessibility and website document compliance monitoring software; video and media accessibility and captioning capability; office equipment, copier and fax machine accessibility upgrades; information kiosks, ATM, and ancillary equipment upgrades; learning management system upgrades. 25% of the request is base to ensure ongoing accessibility systems upgrade and compliance.

2. What resources are necessary to implement this request?

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The entire request is from the General fund. $116,000 is one time capital expenditure. Replacement, maintenance and future license renewal would be funded from other sources.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted.

Students with documented disabilities, as defined by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, and the regulations that implement those statues at 34 C.F.R. Part 104 and 28 C.F.R. Part 35, from the five northern counties and served by North Idaho College will be legally served through the implementation of the EIT coordinator and applicable systems management and upgrades.

If not funded, colleges risk a similar response by the U.S. Department of Education, Office for Civil Rights as was taken against the University of Montana. Preventative and incremental adequately funded EIT adaptation towards compliance, guided by policy and procedures and facilitated by an EIT Coordinator, is preferred as opposed to immediate OCR sanction which may result in costly and immediately intervention.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A. There have been no prior requests for an EIT Coordinator position or EIT system improvements and enhancements.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Idaho SBOE Goal 1, Objective B

GOAL 1: A WELL EDUCATED CITIZENRY  The educational system will provide opportunities for individual advancement.
Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system.

Performance Measure:

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| OPERATING EXPENDITURES by summary object: |         |           |         |       |       |
| 1. Travel (professional development)  | $20,000 |           |         |       | $20,000 |
| 2. Computers                        | 6,000   |           |         |       | 6,000  |
| 3. Software                         | 510,000 |           |         |       | 510,000 |
| 4. e-Campus                         | 100,000 |           |         |       | 100,000 |
| TOTAL OPERATING EXPENDITURES:       |         |           |         |       | $636,000 |

| CAPITAL OUTLAY by summary object:    |         |           |         |       |       |
| T/B PAYMENTS:                        |         |           |         |       |       |
| LUMP SUM:                            |         |           |         |       |       |
| GRAND TOTAL                          | $996,800|           |         |       | $996,800 |
CWI Goal 1, Objectives 1 and 3

Institutional Priority 1: Student Success – CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals). CWI will develop educational pathways and services to improve accessibility.

Objective 1: CWI will improve student retention and persistence

Performance Measure: Semester-to-Semester Persistence rates will meet or exceed 80% by 2019.

Objective 3: CWI will provide support services that improve student success

Performance Measure: Persistence Rate first to second semester of enrollment for 1st time college attenders will meet or exceed 77% by 2019.

Description:
1. Academic Certificate— General Education Coordinator $50,500 salary plus benefits = $71,655; Credit for Prior Learning Coordinator $50,500 plus benefits = $71,655; Functional Analyst $45,600 plus benefits $65,726; OE $68,600 = $277,636

The State Board of Education recently approved a new General Education framework for Idaho post-secondary institutions to provide greater consistency and transferability among all public higher education institutions. This 36 credit framework represents a significant milestone for degree-seeking students. Currently, students completing this course of study are not awarded a formal certificate of completion and therefore are not counted towards the 60% goal. A general education academic certificate will allow the state of Idaho to formally acknowledge this milestone and capture these students in the count towards the 60% goal. CWI hopes to create such a certificate of completion. We believe this will not only significantly contribute to 60% of Idahoans, age 25 to 34, attaining a degree or certificate by 2020, such a certificate will provide dual credit students a goal of achievement prior to high school graduation (which they can transfer seamlessly to any of Idaho’s public postsecondary institutions); additionally, an academic certificate will provide college students a sense of achievement and renewed motivation on their pathway to degree completion. An academic certificate for general education completers is also significant to business and industry. In a 2013 workforce study conducted by Hart Research Associates, 95% of employers “put a priority on hiring people with the intellectual and
interpersonal skills that will help them contribute to innovation in the workplace” and 95% of employers say that “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.” CWI will utilize e-portfolios to assess our general education program—students will contribute “signature assignments” to demonstrate their knowledge, skills, and abilities. The intention of the portfolio, beyond programmatic assessment, is to provide students with artifacts and documentation to aid transfer, scholarship applications, honors program transfer, or employment opportunities. The General Education Coordinator will promote the general education academic certificate, act as a liaison between Academic Affairs and the Registrar to oversee academic certificate completion, act as a liaison to Advising to coordinate ongoing degree completion planning for students earning an academic certificate, and will be responsible for coordinating general education program assessment. CWI is also requesting a functional analyst to assist in all data collection, analysis, and reporting related to Complete College Idaho initiatives, including general education reform, transforming remediation, and strengthening advising. A coordinator of Credit for Prior Learning will assist students in aligning prior experience with course competencies. Students may be granted credit for relevant experience commensurate with coursework, thereby shortening time to degree.

2. Student Success Course – 2 FTE $90,000 plus benefits = $130,000; faculty training $18,000 plus benefits = $21,780; $7400 in OE = $159,180.

To align with the Complete College Idaho key strategy of Structuring Student Success, CWI has developed a first semester student success course with thoughtful intent to connect students with the institution, faculty and staff, support services, one another, and with themselves as college-level learners. Connecting with Ideas is a course designed for new degree-seeking students and is a required component of the reformed General Education framework. CWI requests 2 full-time faculty leads to implement the new curriculum; coordinate monitoring, assessment, and reporting related to this cornerstone course; as well as to provide training and maintain a professional learning community for up to 30 adjunct and full-time faculty who will be teaching the course at multiple campus locations. This course is designed to help students become engaged members of the academic community at College of Western Idaho and cultivate the habits of mind for lifelong achievement and success by encouraging students to claim their education through learning how to learn. This course addresses academic expectations and strategies, introduces students to college resources and services, financial literacy, and encourages personal responsibility and engagement in an effort to prepare students for navigating college life and life beyond college. CWI recognizes the need to provide a transitional, college-readiness course in order to create the level of institutional connection that is critical to retention, persistence, student success.
3. Study Plan – Ellucian software, OE = $55,000

In an effort to advise students more effectively, CWI requests funding to implement a study plan tool within our current enrollment system, Ellucian. This tool will interface with degree audit and allow students and advisors to establish a degree plan to clearly define the students’ pathway to a degree goal. Having this information in a format that allows for early verification and ongoing advising and registration support will allow students to keep sight of their goals, plan accordingly, and improve time to degree by reducing miscalculations of academic requirements or course availability.

4. Recruiter – Ellucian software, OE $255,000

Ellucian Recruiter is advanced student recruitment and enrollment management software that provides insight into your prospect pool, using enrollment probability and predictive modeling to help you identify your ideal prospects. With Ellucian Recruiter, you have the ability to personalize your message to each prospect, with tools to ensure the message gets delivered the way they’ve said they want to hear from you. This tool will be especially valuable for outreach to high schools and to prospective student lists. Recruiter allows prospective students access to an online portal to initiate and track their application process, connect with advisors and receive information from the institution at relevant intervals throughout the process (including financial aid, assessment and placement, access to class schedules, etc.). CWI aims to improve the efficiency and ease of transitioning to the college. Capturing prospective students by improving accessibility helps strengthen the pipeline from secondary to post-secondary, and from the workforce to college.

5. Student Success – Ellucian software, OE $150,000

Ellucian Student Success CRM is a comprehensive set of tools focused on advancing student engagement, increasing retention, and measuring progress towards educational success. This solution connects your campus with student-centric services, processes, insights, and technology to help every student stay on track to graduate. Ellucian Student Success CRM helps institutions:

- Provide seamless, accessible, and easy to use systems and processes that clear pathways and remove unnecessary friction
- Detect problems early by monitoring student predications, events, and behavior that indicate when a student is struggling.
- Engage students with personal and timely communications that help them become a meaningful part of the campus community
- Use insightful analytics to make the most of the data you already have
6. E-Campus Support Services – $100,000

CWI provides robust online instruction, and is currently planning a build-out of student support services online including advising, tutoring, and IT support. These services are critical to our mission of accessibility and creating learning opportunities for all students. Online retention is traditionally lower than traditional classroom delivery, but retention can be improved if the appropriate co-instructional support is available to online students.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The request is for funding to enhance our service to prospective students and current students alike, regardless of their academic background or goals. This funding will allow CWI to provide support and outreach services to potential students, with emphasis on accessibility and ease of navigation. We will also serve enrolled students by providing instructional enhancements that engage students in the learning process, set them up for academic success by providing a course specifically designed to connect students to the college, provide relevance to their future academic and work careers, and provide resources and pathways to reduce time to degree.

   CWI will utilize current staffing, outside of the following FTE requests, to implement the projects listed herein.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      1.0 FTE General Education Coordinator, $50,500, Full Time, Full Time Benefits @ $21,155, Hire Date of July 1, 2015, 12 month.

      1.0 FTE Credit for Prior Learning Coordinator, $50,500, Full Time, Full Time Benefits @ $21,155, Hire Date of July 1, 2015, 12 month.

      1.0 FTE Functional Analyst, $45,600, Full Time, Full Time Benefits @ $20,126, Hire Date of July 1, 2015, 12 month.

      2.0 FTE Faculty, $45,000, Full Time, Full Benefits @ $20,000, Hire Date of July 1, 2015, 9 month contract

      Faculty training stipends, $18,000, Full and Part Time, 30 faculty @ 20 hours *$30/hour, Benefits @ $3780.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
With the transition to the new general education framework, the human resources CWI currently allocates to teach elective core offerings will soon be reallocated to other competency areas, including the cornerstone course (Connecting with Ideas). CWI will utilize current IT staff to assist in implementation of e-portfolios and Ellucian software. CWI will utilize current online and support staff to build out online student support services.

c. List any additional operating funds and capital items needed.

We are requesting $20,000 in travel funds to assist in the professional development of faculty and coordinator positions.

We are requesting $6000 for computers for new position requests.

We are requesting $50,000 for software product and implementation of e-portfolio system for all General Education students.

We are requesting $460,000 in Ellucian software products (Study Plan, Student Success, and Recruiter) to aid prospective and current students in their admissions process and pathway to degree.

We are requesting $100,000 to assist in the build out of online student support services.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

All funds requested are State General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All degree-seeking students, online and face-to-face, will be served by this request. The expected impacts are an improved rate of persistence from first to second semester and a higher rate degree completion. We believe these projects will create a much stronger connection between the student and the College of Western Idaho. Forging that connection by providing the additional support and services, along with creating an engaging and meaningful experience, is critical to our retention and completion efforts.

If this request is not funded, we will continue the transition prospective students to enrolled students, as well as assist current students in academic planning as efficiently as possible. We will seek other revenue sources to assist our transition to the new statewide general education core, but may need to find alternative methods of assessment and ways to provide relevant meaning to students without implementation of e-portfolios. We will continue to build out online support services, perhaps at a decelerated rate.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
The top two Line Item requests for FY 2015, Occupancy for Micron Center and nursing staff support, were both funded in the Community College appropriation. The other three Line Item requests, not recommended by the Governor, have been determined to be lesser priorities than providing comprehensive services to all students to assist with remediation and retention.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

**Idaho SBOE Goal 1, Objective B**

**GOAL 1: A WELL EDUCATED CITIZENRY** The educational system will provide opportunities for individual advancement.

**Objective B: Higher Level of Educational Attainment** – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.
Performance Measure:
Postsecondary unduplicated awards (certificate of one academic year or more) as a percentage of total student headcount.
Benchmark: 20% for 2-year institutions

CWI Goal 1, Objectives 1 and 4

Institutional Priority 1: Student Success -- CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals). CWI will develop educational pathways and services to improve accessibility.

Objective 1: CWI will improve student retention and persistence

Performance Measure: Course Completion rates will meet or exceed 80% by 2019

Objective 4: CWI will develop educational pathways and services to improve accessibility

Performance Measure: By 2019, 60% of Students who complete college prep coursework will earn a C or better in the corresponding gateway course

Description:
To address the Complete College Idaho (CCI) key strategy of Transforming Remediation, CWI has designed a new delivery system for college preparatory math. Rather than offering a sequence of college-preparatory courses as is the current practice, CWI will offer college-preparatory mathematics in a learning-lab setting staffed by qualified instructors.

“The problem with remediation starts with the current placement assessments and their failure to provide postsecondary institutions with the appropriate information necessary to determine both a student’s knowledge and abilities” (Complete College Idaho, 2012, p.11). The Math Learning Lab model will incorporate measures for assessment beyond standardized cut scores, including specialized diagnostic assessments of each student’s mathematical knowledge and skills. This diagnostic measure will provide individualized learning plans that allow students to focus only on the curriculum they need in a modular, self-paced format with individual monitoring and just-in-time instruction.

The Math Learning Lab model aligns with the Board’s strategic objective of increasing educational attainment through participation and retention in Idaho’s educational system. Of CWI students placed in the remediation pipeline, fewer than half persist to a college-level math course. This model is designed to move students more quickly into a college-level math course by focusing instruction only on areas of need, thus saving the students money, eliminating the “stop-out” points that exist within the current remediation ladder of sequential courses, and accelerating time to degree. This model also aligns with CWI’s strategic initiative of student success by creating a pathway for remediation that will support course-level retention and bolster persistence to and
success in college-level courses for students who are initially placed in pre-college mathematics.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CWI requests funding for two Math Learning Labs to be located on the Nampa and Ada campuses. Labs will include 90 student workstations (180 total), including data infrastructure, which will serve 1200 underprepared math students at each location. Two FTE, Director of Math Learning Lab and Nampa Site Coordinator, are included in the request, along with workstations and computers for each. Technology and infrastructure are critical to the design of the lab. Students will utilize specialized software for diagnostic assessment, module testing, and daily homework (including online tutorials) related to their individualized study plans.

Current personnel budget for 45 adjunct faculty teaching approximately 200 sections of pre-college math is approximately $590,000. With the new delivery model, adjunct faculty will transition to instructional lab staff and budget will be reallocated to fund part-time staffing in the new model. Full-time faculty will also participate in lab-based instruction.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

   Two full-time positions are requested to manage and coordinate the Math Learning Labs at Ada Campus and Nampa Campus:
   Director, Math Learning Lab, Ada Campus; $62,000 salary, plus $23,570 benefits, total $85,570; full-time; January 2015 date of hire, 12 month term.
   Site Coordinator, Math Learning Lab, Nampa Campus; $56,000 salary, plus $22,310 benefits, total $78,310; full-time; May 2015 date of hire, 12 month term.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   Approximately 200 sections of pre-college math courses will be eliminated and reformatted into the Math Learning Lab model; 45 adjunct faculty will be retrained and reassigned as instructional methodology will transition from traditional delivery to a needs-based, individualized instructional approach. CWI anticipates utilizing our current full-time and adjunct faculty to deliver instruction.

   c. List any additional operating funds and capital items needed.

   180 student workstations, $800/unit (including data), total $144,000.
182 computers (180 student, 1 director, 1 coordinator), $1,200/unit, total $218,400
1 director workstation, $1,500
1 coordinator workstation, $1,200
2 check-in systems, $3000/unit, total $6,000

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

All funds requested are State General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

According to CCI (2012), “Of first-time, full-time students who enrolled in a 2-year Idaho postsecondary institution, nearly 67% were identified as needing remediation. Of students who have been away from high school for more than a year, 46% were identified by Idaho postsecondary institutions as needing remedial services” (p. 11). Underprepared students in mathematics is the primary population served by this request. The Office of the State Board has set a date of Fall 2015 for full implementation of transformed remediation delivery. The impact of this request will allow CWI to implement a nationally-recognized model that has demonstrated and documented success of improving student retention, persistence, and success. CWI will be seeking additional external funding sources for the Math Learning Labs. If this request is not funded, CWI may need to reassess the timeline for implementation which will impact students’ ability to benefit from an accelerated preparation.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

The top two Line Item requests for FY 2015, Occupancy for Micron Center and nursing staff support, were both funded in the Community College appropriation. The other three Line Item requests, not recommended by the Governor, have been determined to be lesser priorities than providing comprehensive services to all students to assist with mathematics remediation and retention.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

**Idaho SBOE Goal 1, Objectives A**

**GOAL 1: A WELL EDUCATED CITIZENRY** The educational system will provide opportunities for individual advancement.

**Objective A: Access** – Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 educational system.

**Performance Measure:**

**CWI Goal 1, Objectives 1; Goal 2, Objective 1**

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**OPERATING EXPENDITURES by summary object:**

1. Contract police officers | $172,900 | | | | $172,900
2. Vehicles | 60,000 | | | | 60,000
3. Training, equipment, etc. | 12,100 | | | | 12,100

TOTAL OPERATING EXPENDITURES: | $245,000 | | | | $245,000

**CAPITAL OUTLAY by summary object:**

1. PC and workstation | | | | | |

TOTAL CAPITAL OUTLAY: | | | | | |

**T/B PAYMENTS:**

LUMP SUM: | | | | | |

GRAND TOTAL | $245,000 | | | | $245,000
Institutional Priority 1: Structure Student Success – The College of Western Idaho will implement a variety of programs to foster students’ success in reaching their educational and/or career goals.

Objective 1: CWI will be actively involved in college readiness efforts that prepare students for success.

Performance Measure: Promote and publicize the positive financial and personal benefits of earning a degree or certificate from a community college.

Institutional Priority 2: Develop Systems to Support Faculty and Staff – The College of Western Idaho will prioritize support for employees, which thereby maximizes student success.

Objective 1: Develop resource allocation guidelines to effectively deliver programs and services.

Performance Measure:

[To be developed]

Description:

CWI will initiate a ‘School Resource Officer (SRO)’ type program, which would be the most economical option for armed, P.O.S.T. certified law enforcement presence. This would be the most viable direction to proceed, considering the CWI two campus concept. The SRO would have oversight of all law enforcement issues, training, security assessments, and so forth.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?  
   CWI requests an additional $245,000 for armed police presence, as contracted from local police agencies. Currently, CWI does not employ armed police officers, either directly or by contract. The current staffing level for unarmed security is approximately 12 full time and 7 part time contract positions. CWI currently spends approximately $556,000 (FY 2014 dollars) for security (mostly for contract security staff).

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      This request includes two full-time, additional sworn police officers, contracted through a public law enforcement agency. It is estimated these positions would be in ‘Police Officer III – Advanced’, positions, with an hourly/annual pay rate of
$29.22/$60,778, plus benefits. These officers would be employed by a local law enforcement agency, with PERSI benefits.
b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
   No existing human resources would be redirected.
c. List any additional operating funds and capital items needed.
   It is estimated that approximately $72,000 would be needed for vehicles for the officers (paid to the local agency via contract), training, equipment, and related.
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   Fund source is expected to be the State General Fund.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
   Students, faculty, staff and visitors would all be served by this request. Due to the distance between CWI locations, it has been the procedure of CWI Security to provide a presence at all locations while the buildings are occupied with students. In locations such as Aspen Creek where the building are in close proximity, CWI Security provides an officer for the entire site and the officer covers all 3 buildings and grounds. This would also be the case in any location that has multiple building, or a more traditional campus setting.
   If this request is not funded, CWI will have to make operational budgets cuts in order to adequately implement and meet the mandate of the State.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
   This item has not been requested in the past.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Goal 3, Objective A

In order to meet society’s critical needs in the area of agriculture, we must build a structure to adequately support our research and extension faculty and staff. This will require human capital to form a framework to support and enhance scientific discovery, revenue generation, dissemination of knowledge, and education of our youth. This team of support will increase our ability to be successful in the exchange of knowledge and resources and have a positive impact on Idaho and beyond.

Performance Measure: Align personnel costs with strategic plan direction to achieve a balance that is sustainable and will allow the Agricultural Research and Extension Service (ARES) to move forward to achieve our goals.
ARES is severely underfunded in personnel. We have qualified faculty and support staff to conduct research and extension activities but lack the funding needed to allow them to adequately focus in their areas of expertise. With the addition of the requested new positions, adequate funding for current positions and the addition of graduate assistantships, we expect to see a direct effect on productivity and retention (longevity of employment).

Description:

The College of Agricultural and Life Sciences, its Idaho Agricultural Experiment Station and its Cooperative Extension System face a number of major program challenges in our responsibilities to serve the people of Idaho and meet the essential needs of the State’s increasingly important agricultural industry. Among these challenges, several issues loom as extremely critical for Idaho’s agriculture and constitute program areas for which we are inadequately invested in scientific, youth development and technological resources.

The positions identified in this request would provide a structure that would assist the University of Idaho and the College of Agricultural and Life Sciences in obtaining a more competitive position in the job market and to allow faculty and staff to be in a better position to develop competitive, productive, sustained research and extension programs. The contributions from productive research and extension programs directly benefit virtually all of Idaho’s agricultural industry, communities, citizens, and stakeholders.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting the following resources:

Salary (3 FTE) 4-H Area Extension Educator Faculty (New positions)
A nationwide longitudinal study conducted over an 8-year period by Tuft’s University documents that youth in grades 5 to 12 who are involved in out-of-school 4-H programs excel in many areas. These include academic achievement, interest in STEM programs, civic engagement, and healthy living choices.

Idaho 4-H engages over 56,000 Idaho youth (15% Hispanic) in various programs. The 4-H program is delivered in each Idaho county as a partnership between 4-H professionals and volunteers who focus on helping youth develop citizenship, healthy living, and STEM skills. We have grown youth enrollment from 30,272 in 2008 to 56,546 in 2013, and have increased the number of volunteers from 3,510 in 2008 to 5,062 in 2013. However, the 4-H Youth Development program is running at near capacity; to further expand youth involvement, three additional
faculty positions, one for each Extension district, are needed to provide program
leadership and district-wide technical support in 4-H science, healthy living and
citizenship. These faculty will train volunteers and 4-H staff and will focus on
expanding partnerships and bringing additional external resources to support the
4-H program.

Investing in the UI Extension 4-H Youth Development Program aligns directly
with UI’s Strategic Plan (Goal 3); with UI’s Core Theme of increasing
engagement and its STEM initiative, and with the College of Agricultural and Life
Sciences Strategic Plan to develop the “Transformative Youth Development
Program of Distinction”.

Salary (16.2 FTE) for Technical Support (Existing Positions)
Fully fund existing full-time technical support positions to support statewide
research and extension programs. Positions are located at all Research and
Extension Centers and in Moscow on the University of Idaho campus. Funding
for existing full-time support staff positions was reduced to 50 percent in 2010 to
meet budget reductions. This request re-establishes funding at 100 percent for
full-time support staff. Support staff assist principle investigators with research
and extension programs focused on developing and transferring knowledge of
new, improved principles and practices that will enhance Idaho’s agriculture, and
improve the lives of Idaho’s citizens. Principal responsibilities include
supervising day-to-day operations of field, greenhouse, and laboratory aspects of
programs; writing extension and research articles, reports and grant proposals,
and preparing and presenting information to stakeholders. Fully funding these
positions will significantly increase the productivity of research faculty who will
subsequently be better able to focus on strategic areas as identified in our
strategic plan as programs of distinction.

Salary (1.0 FTP) Grant Writer – Classified Staff (Level 7) New position
Enhance grant proposal competitiveness and success of College of Agricultural
and Life Sciences faculty. The position will be located in Moscow on the
University of Idaho campus and will have statewide responsibility in assisting
faculty in identifying funding sources, and preparing and submitting grant
proposals. The focus will be on grant proposals that are high value,
multidisciplinary, integrated efforts that provide significant funding to College of
Agricultural and Life Sciences faculty who will address research and extension
needs important to Idaho’s agricultural industry and Idaho’s citizens. As part of
the College’s strategic plan, we intend to increase research and extension
extramural funding from $17 million to $25 million over the next 5 years. A grant
writer is essential in identifying funding opportunities and gaining efficiencies
through coordination of effort or this ambitious goal will not be attainable. The
enhanced extramural funding will provide direct benefits to Idaho’s citizens and to
agriculture by developing and transferring knowledge of new, improved principles and practices.

Salary (1.0 FTP) Web Technician – Classified Staff (Level 5) New Position
Provide web support primarily on the websites for University of Idaho Extension, which has a presence in 42 of the 44 counties, each with a separate series of websites used to communicate to the stakeholders of that specific county. While there is a single person in each county that is trained to upload and edit information on the website, these efforts have to be coordinated and branded to appear as a cohesive unit. The Web Technician will help coordinate these efforts, provide technical support, and assure that information is readily accessible by the community and service the efforts of extension.

Salary (0.5 FTP) Marketing and Communications Manager – Classified Staff (Level 10) Partial Funding of Existing Position
As the land grant institution for the state of Idaho, it is our responsibility to not only identify problems and create solutions, but effectively communicate this to stakeholders. Although print media and websites were key to communication in the past, with advances in technology we recognize the need to expand our educational and information delivery in new ways (on-line short courses, interactive websites, blogs, social media platforms, etc.). To be successful in this arena, we must identify key personnel to coordinate these efforts across disciplines and to increase public awareness of the excellent resources CALS offers Idaho’s residents. The Marketing and Communications Manager will coordinate efforts to maximize efficiencies while increasing communications to external audiences and aligning efforts with priorities in the College of Agricultural and Life Sciences as outlined in the strategic plan.

Salary Graduate Research Assistantship Stipends (7-10 New Positions)
Graduate assistantship stipends must be provided competitively (best students) and strategically (high impact research and extension projects) to faculty located at all Research and Extension Centers and in Moscow on the University of Idaho campus. Funding for State supported graduate research assistantship stipends was reduced by 50 percent in 2010 to meet budget reductions. This request supports 7 to 10 master or Ph.D. level students. Graduate students assist faculty with research and extension programs focused on developing and transferring knowledge of new, improved principles and practices that will enhance Idaho’s agriculture, and improve the lives of Idaho’s citizens. In addition, graduate students conduct novel research important to Idaho, and are the next generation of agricultural science trained leaders.
2. What resources are necessary to implement this request?
   
a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
   
   See #1 above

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   We have redirected .75 FTP to our marketing and communications effort in order to develop a long range plan for marketing and communicating our success to stakeholders.

c. List any additional operating funds and capital items needed.

   N/A

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   100% of the requested $1,510,000 is recurring state general fund funding.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   The citizens of Idaho, the agricultural industry, and our growing export markets will be better served through improved research and extension activities if this funding request is approved. The same constituent groups will suffer if the request is not approved.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

   This request is a high priority for FY16 and will continue to be in future years due to the need to develop and disseminate information by several methods in order to reach a larger group of our stakeholders and significantly increase the opportunity for success for research and extension grant proposals submitted and awarded.

   Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A: Access – (SBOE) Set policy and advocate for increasing access; (WWAMI) recruit a strong medical student applicant pool for Idaho.

- **Performance measure**: the number of Idaho WWAMI medical school applicants per year, the number of funded medical student positions per year, and the ratio of Idaho applicants per funded medical student position.
Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho.

- **Performance measure**: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

- **Performance measure**: the number of WWAMI rural summer training placements in Idaho each year.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- **Performance measure**: the number of WWAMI medical students completing clerkships in Idaho each year.

Objective C: Support and maintain interest in primary care medicine for medical career choice.

- **Performance measure**: Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.

Description:

This is a request for the continuation of funding for the five Idaho TRUST (Targeted Rural Under-Served Track) students added in the FY14 Budget, who will now be continuing on into their third year of medical training in the WWAMI program at the University of Washington School of Medicine in Seattle.

The goal of the TRUST program is to provide an ongoing training connection between community workforce needs, medical education, and rural healthcare providers in Idaho. TRUST medical students will be specifically selected for their experiences and backgrounds in rural and underserved Idaho, and their commitment to returning to such communities to work as physicians where they are most needed. With a four-year curriculum that combines traditional medical training with additional classroom and clinical experiences developed around rural and underserved healthcare needs, TRUST students will develop long-term relationships with Idaho’s rural communities and physicians. The TRUST program is designed to admit, educate, place, train, and retain local Idaho students as future Idaho physicians.

Budget support for Year 3 is in the form of Trustee/Benefits payments under the WWAMI contract. No new positions, staffing, capital, or operating funds are included in
this request. The increase in State funding goes entirely for medical student education for these 5 TRUST students admitted to the Idaho WWAMI program in 2013.

AGENCY: Health Programs
FUNCTION: WWAMI
ACTIVITY: 

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Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A: Access – (SBOE) Set policy and advocate for increasing access; (WWAMI) recruit a strong medical student applicant pool for Idaho.

- **Performance measure**: the number of Idaho WWAMI medical school applicants per year, the number of funded medical student positions per year, and the ratio of Idaho applicants per funded medical student position.
Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho.

- **Performance measure**: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

- **Performance measure**: the number of WWAMI rural summer training placements in Idaho each year.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- **Performance measure**: the number of WWAMI medical students completing clerkships in Idaho each year.

Objective C: Support and maintain interest in primary care medicine for medical career choice.

- **Performance measure**: Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.

Description:
This is a request for the continuation of funding for the five additional students added in the FY15 Budget, who will now be continuing on into their second year of medical training in the WWAMI program at the University of Washington School of Medicine in Seattle.

Budget support for Year 2 is in the form of Trustee/Benefits payments under the WWAMI contract. No new positions, staffing, capital, or operating funds are included in this request. The increase in State funding goes entirely for medical student education for these 5 additional students admitted to the Idaho WWAMI program in 2014.
Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities and economic means.

Objective A: Access – (SBOE) Set policy and advocate for increasing access; (WWAMI) recruit a strong medical student applicant pool for Idaho.

- Performance Measure: the number of Idaho WWAMI medical school applicants per year, the number of funded medical student positions per year, and the ratio of Idaho applicants per funded medical student position.
Objective B: Transition to Workforce – Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho.

- **Performance Measure:** Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

GOAL 3. EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

- **Performance measure:** the number of WWAMI rural summer training placements in Idaho each year.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- **Performance measure:** the number of WWAMI medical students completing clerkships in Idaho each year.

Objective C: Support and maintain interest in primary care medicine for medical career choice.

- **Performance measure:** Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.

**Description:**

This new program request is for five (5) additional positions for medical students in the Idaho WWAMI program, beginning in FY16. With the transition of twenty WSU-based WWAMI students to Spokane in FY15, the Idaho WWAMI program has capacity for additional students; additionally, because of curriculum renewal, the University of Washington School of Medicine has increased capacity for the total number of medical students. Therefore, in an effort to increase the opportunity of the sons and daughters of Idaho citizens to attend a prestigious, highly ranked medical school and to potentially increase the number of physicians providing medical services in the state of Idaho in a timely manner, this request is to increase the incoming class of WWAMI students in the fall of 2015 to a total of thirty five (35).

To accomplish these goals and objectives, the Idaho WWAMI program needs to be authorized and funded to admit five additional students (new entering class total of 35 Idaho WWAMI students, fall 2015). This funding would come from general appropriations and dedicated funds derived from WWAMI tuition received by the
University of Idaho. Specifically, new program costs are provided on page 1 of this request and would include:

1. A request to add one and a half (1.5) FTEs for faculty positions to implement curriculum renewal. This would take the form of three 0.5 FTE appointments; 1.0 FTE (two 0.5 FTE appointments) would be funded from general allocation and 0.5 FTE would be derived from dedicated funds.
2. Operating expenses for educating the five additional medical students, including anatomy supplies and equipment, study resources, clinical instruction, and other program costs.
3. Because we will be changing the curriculum beginning in the fall of 2015 to include both basic science and clinical medicine and because additional revenue from this revised program will not be forthcoming until the following fiscal year, one-time funds are requested to support the salaries clinicians that will be required to teach in the program (in the renewed curriculum, analysis of medical cases by the class will be directed by both a basic scientist and a clinician).

The FTE increase is requested to implement the instruction of additional subject areas of the renewed curriculum. In addition to personnel requirements, an expansion in medical student enrollment would require a modest increase in operating expenses for teaching these additional students.

This request for increased WWAMI medical student positions would be an ongoing request. It requires a commitment to not only increased funding and medical students in year 1 (FY16), but also ongoing commitments in years 2, 3, and 4 of medical school, with proportional costs in each of those years, as students move successfully through medical school toward graduation. Idaho WWAMI is currently at 30 students per year, or 120 total students in medical school. This request requires the addition of 5 students in the entering classes of FY16, FY17, FY18, and FY19 or 35 students per year, for a total of 140 Idaho WWAMI students enrolled in medical school by FY19 (Fall 2018). This initial request is relatively small. The ongoing commitment to medical education, growing the Idaho WWAMI total medical school enrollment from 120 to 140 students, is necessary for the future of Idaho communities.

This request also supports the recommendations of the State Board of Education's Medical Education Subcommittee from January, 2009; specifically, recommendations #2 (increased WWAMI students), #5 (admissions selection for rural and primary care interests), and #6 (insuring rural training rotations in Idaho as a part of students' program).
Supports institution/agency and Board strategic plans:

**ISU Department of Family Medicine Strategic Plan 2015- 2020**

**Strategic Planning – Mid-term (3-5 years)**

The ISU Department of Family Medicine has defined mid-term (3-5 years) and long-term (6-10 years) strategic planning components some of which are outlined below.

**GOAL 1: Access – Recruitment of physicians for Idaho**

Objectives for access

1. Maintain core residency program at 7-7-7.
   - **Performance measure:**
     - Number of residents.
   - **Benchmark:**
     - 21 residents in training.

---

**AGENCY: Health Education**

**FUNCTION: Idaho State University, Family Practice Residency**

**ACTIVITY: Residency Support**

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**CAPITAL OUTLAY by summary object:**

1. PC and workstation

| TOTAL CAPITAL OUTLAY:           | 0       |
| T/B PAYMENTS:                  |         |
| LUMP SUM:                      | 90,000  |

**GRAND TOTAL**

90,000
Description:
Over the last three years the ISU Family Medicine residency has solidified their expansion from 18 to 21 residents with additional administrative and faculty supervising staff to meet education and accreditation standards for the enlarged residency. Funding was originally acquired through the federal Primary Care Residency Expansion (PCRE) monies which was an initiation funding for start-up costs. The residency now has to cover the ongoing permanent maintenance costs or alternatively reduce the residency back to 18. The increased support staffing required is 1.5 FTE at a cost of $90,000 for the additional three residents to be supported and supervised for each three years of residency.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   One full time faculty to supervise 6 residents in addition to the director is the minimum supervising ratio; one to four is the ideal ratio. The FTE administrative staff ratio is equivalent and this action will bring the ratio to 4.7 FTE admin staff for 21 residents or 1 administrative staff FTE to 4.5 residents.

2. What resources are necessary to implement this request?
   a. List by position: position titles: Residency Coordinator Full time, Residency Assistant Coordinator 0.5 FTE, Non classified permanent employees
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. None
   c. List any additional operating funds and capital items needed. None

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.)

   This is an ongoing general fund request that was initially supported by federal PCRE funds for the first five years of the implementation of the increase in resident numbers.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   6000 current Family medicine patients in South East Idaho and tens of thousands of rural Idaho patients in the future practices of the graduates of the program

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
Medical Care of Idaho’s citizens is a high priority and supersedes most unapproved items from the previous year.

**Supporting documentation**
The following is reproduced from the Accreditation Council of Graduate Medical Education’s (ACGME) Institutional requirements:

II B The Sponsoring Institution (ISU) must ensure that:

II B 2 programs Receive Adequate support for core faculty members to ensure both effective supervision and quality resident education.

II B 4 programs coordinators have sufficient support and time to effectively carry out their responsibility; and,

II B 5 resources, including space, technology, and supplies, are available to provide effective support for ACGME-accredited programs.

The ISU Family Medicine Residency respectfully submits this funding request to assist ISU FMR in meeting its ACGME requirements for maintaining a 21-resident complement.
Supports institution/agency and Board strategic plans:

**Goal 1, Objective D:** Improve the ability of the educational system to meet educational needs and allow efficient and effective transition into the workforce.

Expanding graduate medical education (GME/residency) training in Idaho has been identified as an educational and funding priority in the State of Idaho: the state-funded MGT Medical Education Study (11/1/07), the Idaho Medical Association (8/10/08, 8/1/13), the Legislative Medical Education Interim Committee (11/12/08, 8/1/13), and the State Board of Education (1/26/09). The State Board of Education rank ordered ten recommendations towards expansion of medical education (1/26/09). The first of these recommendations was to “expand the development of graduate medical education (residency programs) opportunities in the State of Idaho focusing on primary care and rural practice.”
The Family Medicine Residency of Idaho (FMRI) has produced 278 graduates since 1975, of which 150 are located in Idaho (54%). This ranks Idaho 7th in the nation in the ability to keep residents in the state they train in. Over 80% of FMRI graduates practice in Idaho or its contiguous states, and nearly 70% of those in rural or underserved areas. The high retention rate of family physicians speaks to the FMRI being a high-value program to the State of Idaho.

At any one time, FMRI has 48 family medicine residents in its three-year residency program and 3 fellows in training at over 30 different locations in Ada, Canyon, Jerome, and Twin Falls counties, as well as 28 additional rural rotation sites in nearly every other county of Idaho.

Description:
In the 2014-15 academic year, two large federal grants that helped support FMRI’s growth, the Teaching Health Center Graduate Medical Education (THC-GME) grant and the Primary Care Residency Expansion (PCRE) grant, will end. This will leave FMRI with a $1,350,000 budget shortfall. With these grants, FMRI was able to add 12 residents in the program. It is therefore imperative that Idaho steps up now to help support these residency positions or they will be lost to our program and our rural training tracks. This budget request of $411,300 will only be 30% of the shortfall, but in good faith will help stabilize FMRI so that it will not have to reduce its program from 16 residents per class to 12 per class at a time that Idaho needs this workforce the most.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   $411,300 in ongoing General Funds is requested to help maintain the current family medicine residency cohort size of 16 residents per year for three years.
   Current state base funding for this program is $1,118,700 (T/B)

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      N/A
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      N/A
   c. List any additional operating funds and capital items needed.
      N/A

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   $411,300 in ongoing T/B General Funds is requested.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? Idaho ranks 49th of 50 states in regards to primary care physicians per capita and 49th of 50 states in the number of resident’s per capita training in our state. FMRI received federal grants to expand its class size and footprint in order to help Idaho meet its looming workforce crisis. This crisis has only been magnified by increased health insurance coverage and the need for timely access to high-quality primary care for all of Idaho’s citizens especially in the rural part of our state.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
**Supports institution/agency and Board strategic plans:**

**Goal 1, Objective D:** Improve the ability of the educational system to meet educational needs and allow efficient and effective transition into the workforce.

Expanding graduate medical education (GME/residency) training in Idaho has been identified as an educational and funding priority in the State of Idaho: the state-funded MGT Medical Education Study (11/1/07), the Idaho Medical Association (8/10/08, 8/1/13), the Legislative Medical Education Interim Committee (11/12/08, 8/1/13), and the State Board of Education (1/26/09). The State Board of Education rank ordered ten recommendations towards expansion of medical education (1/26/09). The first of these recommendations was to “expand the development of graduate medical education (residency programs) opportunities in the State of Idaho focusing on primary care and rural practice.”
Description:
Kootenai Health Family Medicine Coeur d’Alene Residency (KFMR) will be in the continued startup phase of our Family Medicine Residency program, in the 2nd year operations for FY 2016. The program started-up in July 2014, with 6 R1 first year residents. In the subsequent two years an additional six residents will be added to attain the full complement of 6 R1’s, 6 R2’s and 6 R3’ totaling 18 residents, each to complete the full three years residency training program.

The focus of this program is to train rural family physicians for Idaho. Kootenai Health, a community owned and operated health care entity has invested significant resources into this project of developing a family medicine residency program. Kootenai Health is requesting additional support funds, through the Idaho State Board of Education, from the Idaho Legislature.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   The need stated is based upon the additional costs which we will encounter related to training our residents in urban and in rural settings, preparing them to be fully functioning family physicians.

   Residents must be sent to Spokane for more intense pediatric training at Providence Sacred Heart Children’s Hospital, due to fact that regionally the more severely ill and injured children are transferred there for the more intense treatment needed. Specific costs encountered relate to the loss of federal GME support dollars and to revenues lost, in their absence from our clinic patient care operations. Each resident will spend a total of 12 weeks in Spokane.

   In addition, residents are sent to rural communities in North Idaho. Specific costs related to that experience include travel, place of residence in that community for 4 week blocks, and to specific revenues lost in our clinic patient care operations, in the absence of that resident.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      N/A
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      N/A
   c. List any additional operating funds and capital items needed.
      N/A

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
Projected expenses and revenues for FY 2016

- Kootenai Health ongoing annual investment: $945,000
- Federal Revenues: $1,632,000
- Family Medicine Center clinical revenues: $2,321,000
- State Appropriation (FY15): $200,000 (ongoing)
- State Appropriations Request (FY16): $180,000 (ongoing)

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

KMFR is specifically targeting the primary care physician shortage which exists in North Idaho and secondarily targeting the fact the State of Idaho is experiencing a significant physician manpower shortage, which will definitely become more acute over the next 5 to 10 years. The State of Idaho currently ranks number 49/50 in the state’s number of physicians per capita. It is projected that within 5 to 7 years, approximately 20 of the present 30 family physicians in the Kootenai County region will retire. In the state of Idaho it is projected that approximately 50% of the currently practicing family physicians will retire within the next 7 to 10 years. National research projects a 60,000 family physician shortage in the United States by the year 2020.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

**GOAL 1: A WELL EDUCATED CITIZENRY**
The educational system will provide opportunities for individual advancement.

**Objective D: Transition** – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.
Description:
The Idaho/UW Advanced Clinician Track is a four year University of Washington Psychiatry Residency program. After graduating from medical school, physicians learn psychiatry by treating patients in hospitals, emergency rooms and clinics. They train for two years in Seattle learning from world-renowned experts, then move to Idaho for their final two years learning from local experts at the Boise VA, Saint Alphonsus Hospital, Saint Luke's Hospital, Portneuf Hospital, Family Medicine Residency of Idaho and various other clinical sites. Our mission is to train excellent psychiatrists who could practice anywhere, but choose to stay in Idaho.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The Psychiatry Residency program is requesting $36,420 to cover personnel costs and General Funds, which reflects a 30% increase, to provide additional base funding support for the program. With additional money we will place our psychiatry residents in underserved communities using telepsychiatry. We will expand psychiatric coverage to those living in more remote areas of the state.

2. What resources are necessary to implement this request?

   Additional state funding will be added to funding from St Luke’s, St Alphonsus and the Boise VA hospital funding.

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      Not applicable.

   b. Note any existing human resources that will be redirected to this new effort and existing operations will be impacted.

      The additional money will be used to set up telepsychiatry rotations, working with hospitals throughout the state.

   c. List any additional operating funds and capital items needed.

      Not applicable.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   Ongoing State General Funds
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The people living in remote areas of Idaho are served by this funding request, as are all citizens who benefit from physicians’ care. If we can extend our program’s reach to all corners of Idaho, we put technology to its best use by helping people. Treating common illnesses like depression and anxiety have a positive effect on other medical illnesses like high blood pressure and diabetes. Telepsychiatry programs have a profound effect on overall physical health. If we do not fund this request, we will not be able to expand psychiatry resident care into more remote areas of our state.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
Not applicable.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Goal 1, Objectives A.1 and A.2; Goal 2, Objective A.1. This request will upgrade and develop university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship in forest resource economics that advances the college’s strategic themes and land-grant mission and are directly linked to FUR programs in the UI Experimental Forest and Forest Nursery complex. Scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho will be enhanced by improving timber harvesting, forest productivity, regeneration, and management with respect to a full range of goods and services, including environmental quality as well as wood and paper products. The direct metrics of performance will be the number of CNR faculty, staff, students and constituency groups involved in scholarship or capacity building activities in forest resource economics research projects.
Goal 1, Objective B.2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses such as timber harvesting and processing, consumer products manufacturing, forest regeneration and rehabilitation firms, as well as governmental and non-governmental enterprises and operating units. The direct metrics of performance will be the amount of non-FUR funding leveraged by FUR funded forest resource economics research projects.

Goal 2, Objectives A.2 and A.3. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations; in addition, foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests. The direct metrics of performance will be communities served and resulting documentable impacts from serving various communities, governmental and non-governmental organizations, and private businesses and landowners.

Goal 3, Objectives A.1, A.2 and A.3. Provide undergraduate, graduate and professional students with education and research opportunities in forest resource economics research and management that are integrated educational experiences with ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the University of Idaho Experimental Forest, the Forest Nursery complex, and McCall campus, and also engage alumni and stakeholders as partners in research, learning, and outreach. The direct metrics of performance will be number and diversity (as measured by variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate undergraduate, graduate and professional students.

Description:

Advancing forest resource economics research at the University of Idaho by investing in human resources.

Forests cover nearly forty percent of Idaho and produce a wide variety of goods and services including timber, livestock forage, wildlife habitat, water resources, recreation opportunities, open space, as well as water purification and carbon sequestration. Forest lands are vital to Idaho’s economy, and the ability to serve current and future generations will be influenced by our understanding of the economic costs and benefits, and secondary effects, of providing a variety of goods and services from Idaho’s forests. Improving forest conditions and productive capacity through science and applied management and economics research in the current context of ecological and societal change will require analysis of newly integrative thinking and innovative practices to maintain and restore forest lands and the human communities that rely on them.
Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The College of Natural Resources is requesting $111,520 in the Forest Utilization Research (FUR) budget to provide full-time salary support, plus travel, operations, and capital equipment, for a new forest resource economics assistant professor to create research capacity to document with in-depth analysis the importance of forest-based enterprises in Idaho’s economy, including trucking and forest resource-based recreation and tourism. These resources will enhance the capability of FUR programs to work with stakeholders and leverage additional funds from other non-state sources, both of which help strengthen a traditional Idaho industry and the rural communities that long have relied upon the jobs from harvesting, transporting and processing timber into useful consumer products.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      The College of Natural Resources is requesting funds sufficient to provide full-time salary and benefits support for a new forest resource economics assistant professor.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      There will not be redirection.

   c. List any additional operating funds and capital items needed.

      The request includes $5,000 for travel, $5,000 for operating expenses, and $3,500 for capital equipment used to process data.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   Not applicable.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Research in forest resource economics using the requested resources will directly serve professional managers and state and private owners of Idaho forest lands and enhance the skills and tools to sustain and improve forest health and productivity. Rural communities and outdoor recreation stakeholders in Idaho benefit from productive forest lands that support economic enterprises, vigorous wildlife populations, fertile soils and abundant supplies of clean water.
5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

   This request has not been made previously.

   Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Goal 1, Objectives A.1 and A.2; Goal 2, Objective A.1. This request will upgrade and develop university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship in rangeland resource management that advances the college’s strategic themes and land-grant mission and are directly linked to FUR programs in the UI Rangeland Center. Scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho will be enhanced by improving invasive species management, wildfire management (including hazardous fuel treatment and post-fire regeneration to discourage invasive species), and integrated wildlife management (especially greater sage-grouse). Attention to these issues will help provide a full range of goods and services, including environmental quality as well as livestock grazing. The direct metrics
of performance will be the number of CNR faculty, staff, students and constituency groups involved in scholarship or capacity building activities in rangeland resource management research projects.

Goal 1, Objective B.2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses such as rangeland livestock operators, vegetation regeneration and rehabilitation firms, as well as governmental and non-governmental enterprises and operating units. The direct metrics of performance will be the amount of non-FUR funding leveraged by FUR funded rangeland resource management research projects.

Goal 2, Objectives A.2 and A.3. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations; in addition, foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's rangelands. The direct metrics of performance will be communities served and resulting documentable impacts from serving various communities, governmental and non-governmental organizations, and private businesses and landowners.

Goal 3, Objectives A.1, A.2 and A.3. Provide undergraduate, graduate and professional students with education and research opportunities in rangeland resource management research and management that are integrated educational experiences with ongoing FUR and non-FUR research programs at CNR outdoor laboratories. Faculty, staff and students will work directly with ranchers to help them solve pressing management challenges and engage alumni and stakeholders as partners in research, learning, and outreach. The direct metrics of performance will be number and diversity (as measured by variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate undergraduate, graduate and professional students.

Description:

Advancing rangeland resource management research at the University of Idaho by investing in human resources.

Rangelands cover more than forty percent of Idaho and produce a wide variety of goods and services including livestock forage, wildlife habitat, water resources, recreation opportunities, open space, and ecosystem services such as water purification and carbon sequestration. The ability to serve current and future generations will be influenced by our understanding of the environmental effects of providing these goods and services because rangelands are vital to the ecological and economic health of Idaho. Improving rangeland conditions and productive capacity through science and applied management in the current context of ecological and societal change will require analysis of newly integrative thinking and innovative practices to maintain and restore rangelands and the human communities that rely on them.
Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The College of Natural Resources is requesting $107,815 in the Forest Utilization Research (FUR) budget to provide salary and fringe benefits, plus travel, operations, and capital equipment, for a new Assistant Professor to increase the research capacity of the Rangeland Center to focus on wildfire and invasive species management, especially to maintain and restore habitat for greater sage-grouse. These resources will enhance the capability of FUR programs to work with stakeholders and leverage additional funds from other non-state sources, both of which help strengthen a traditional Idaho industry and the rural communities that long have relied upon the jobs from rangeland resources, including livestock grazing, vegetation management, and recreation.

2. What resources are necessary to implement this request?

   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

   The College of Natural Resources is requesting funds sufficient to provide full-time salary and fringe benefits support for a new rangeland resource management Assistant Professor.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   There will not be redirection.

   c. List any additional operating funds and capital items needed.

   The request includes $5,000 for travel, $5,000 for operating expenses, and $3,500 for capital equipment used to process data.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   Not applicable.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Research in rangeland management using the requested resources will directly serve professional managers and state and private owners of Idaho rangelands and enhance the skills and tools to sustain and improve rangeland health and productivity. Rural communities and outdoor recreation stakeholders in Idaho benefit from productive rangelands that support economic enterprises, vigorous wildlife populations, fertile soils and clean abundant water.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
This request has not been made previously.

6. Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Goal 1, Objectives A.1 and A.2; Goal 2, Objective A.1. This request will upgrade and develop university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship in forest resource analysis that advances the college’s strategic themes and land-grant mission and are directly linked to FUR programs in the UI Experimental Forest and Forest Nursery complex. Scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho will be enhanced by improving timber harvesting, forest productivity, regeneration, and management with respect to a full range of goods and services, including environmental quality as well as wood and paper products. The direct metrics of performance will be the number of CNR faculty, staff, students and constituency
groups involved in scholarship or capacity building activities in forest resource analysis research projects.

Goal 1, Objective B.2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses such as timber harvesting and processing, consumer products manufacturing, forest regeneration and rehabilitation firms, as well as governmental and non-governmental enterprises and operating units. The direct metrics of performance will be the amount of non-FUR funding leveraged by FUR funded forest resource analysis research projects.

Goal 2, Objectives A.2 and A.3. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations; in addition, foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho’s forests. The direct metrics of performance will be communities served and resulting documentable impacts from serving various communities, governmental and non-governmental organizations, and private businesses and landowners.

Goal 3, Objectives A.1, A.2 and A.3. Provide undergraduate, graduate and professional students with education and research opportunities in forest resource analysis research and management that are integrated educational experiences with ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the University of Idaho Experimental Forest, the Forest Nursery complex, and McCall campus, and also engage alumni and stakeholders as partners in research, learning, and outreach. The direct metrics of performance will be number and diversity (as measured by variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate undergraduate, graduate and professional students.

Description:

Advancing forest resource economics research at the University of Idaho by investing in human resources.

Forests cover nearly forty percent of Idaho and produce a wide variety of goods and services including timber, livestock forage, wildlife habitat, water resources, recreation opportunities, open space, as well as water purification and carbon sequestration. Forest lands are vital to Idaho’s economy, and the ability to serve current and future generations will be influenced by our understanding of forest inventory and forest utilization information that support providing a variety of goods and services from Idaho’s forests. Improving forest conditions and productive capacity through science and applied management research in the current context of ecological and societal change will require analysis of newly integrative thinking and innovative practices to maintain and restore forest lands and the human communities that rely on them.
Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The College of Natural Resources is requesting $48,925 in the Forest Utilization Research (FUR) budget to provide half-time salary support, plus travel, operations, and capital equipment, for a new forest resource analyst to enhance research capacity and document the importance of forest-based enterprises in Idaho’s economy. These resources will enhance the capability of FUR programs to work with stakeholders and leverage additional funds from other non-state sources, both of which help strengthen a traditional Idaho industry and the rural communities that long have relied upon the jobs from harvesting, transporting and processing timber into useful consumer products.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      The College of Natural Resources is requesting funds sufficient to provide half-time salary and benefits support for a new forest resource analyst.
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      There will not be redirection.
   c. List any additional operating funds and capital items needed.
      The request includes $5,000 for travel, $5,000 for operating expenses, and $3,500 for capital equipment used to process data.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   Not applicable.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Research in forest resource analysis using the requested resources will directly serve professional managers and state and private owners of Idaho forest lands and enhance the skills and tools to sustain and improve forest health and productivity. Rural communities and outdoor recreation stakeholders in Idaho benefit from productive forest lands that support economic enterprises, vigorous wildlife populations, fertile soils and abundant supplies of clean water.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

   This request has not been made previously.
Supports institution/agency and Board strategic plans:

This *Landslide Inventory and Hazard Research Program* support **Goal 1** of the IGS Strategic Plan:

**OUTREACH AND ENGAGEMENT (SERVICE)**

1) Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and financial sectors, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, Web site products, in-house collections and customer inquiries. Emphasize Web site delivery of digital...
products and compliance with new revision of state documents requirements (Idaho Code 33-2505). Maintain concentrated effort to collect and preserve valuable geologic data at risk.

Objective A: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements.

Performance Measure: Number of published reports on geology/hydrogeology/geologic hazards/mineral and energy resources.

Objective B: Build and deliver Web site products and develop user apps and search engines.

Performance Measure: Number of IGS web site viewers and products used/downloaded.

Description:

Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The Survey accomplishes its mission through research, service, and outreach activities, with an emphasis on the practical application of geology to benefit Idaho and economic development within the state.

The state of Idaho needs a sustained hazards research program and a comprehensive, accurate, easily assessed, and updatable landslide inventory. The IGS presently lacks sufficient staff, however, to conduct and sustain a state-wide landslide inventory without jeopardizing ongoing earthquake research and geologic mapping efforts in high-priority areas such as southwest Idaho where important oil and gas exploration is taking place.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   This request seeks funding for one permanent (new FTE) Research Geologist position dedicated to landslide inventory and related geologic hazard research. IGS appropriations were drastically reduced in FY10 and staffing levels for essential programs have been cut to below adequate levels. The agency presently has only one geologist with expertise in hazards-related research such as landslides and earthquakes. This state-supported geologist is heavily involved in externally funded earthquake studies and geologic mapping efforts in southeast and southwest Idaho, all of which are critical to fulfilling the IGS mandate. While we recognize the need to increase geologic hazards efforts with regard to landslide mitigation, it is impossible to do so without additional staff.

2. What resources are necessary to implement this request?
a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Salary for a new, full-time Research Geologist (faculty position). We anticipate hiring a permanent, full-time, benefit-eligible Research Geologist by July 2015.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Research Geologist, a current IGS employee whose salary is covered by state funds, will reduce his geologic mapping effort to devote 5 weeks/year to landslide work.

GIS Data Manager, a current IGS employee whose salary is partially covered by state funds, will reduce his website management effort to devote 5 weeks/year to landslide

c. List any additional operating funds and capital items needed.

- PC and software for new Research Geologist
- High-precision 3D photogrammetry workstation and state-wide digital images from existing National Agricultural Inspection Program (NAIP)
- Travel expenses in support of field work and outreach/education activities.
- Software and hardware upgrades and maintenance for photogrammetry workstation

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Personnel costs and travel are ongoing. Capital outlay is one time.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho’s infrastructure, particularly roads, railroads, and canals, are susceptible to expensive landslide damage. These events have the potential to isolate communities, damage homes, and disrupt vital economic activities. This risk is increasing because of greater incidence of wildfires and movement of populations and infrastructure to landslide-prone landscapes. Reduction of this risk begins with a comprehensive inventory of landslides because the most accurate predictor of future landslides is the presence of past landslide activity. The last statewide inventory was conducted by the IGS in 1991. It is out-of-date and lacks sufficient detail to protect infrastructure. National inventories by the U.S. Geological Survey are even more inadequate. For example, despite a
history of costly landslides near Bonners Ferry, the U.S.G.S. landslide map shows the Idaho panhandle to be an area of low landslide incidence.

Beneficiaries of landslide research will include county and municipal governments, state agencies (Idaho Bureau of Homeland Security, Idaho Transportation Department, and Idaho Department of Lands), and the general public.

**Impacts if funding not provided**

The deadly Oso, Washington landslide disaster of March 22, 2014 underscored the need for accurate, up-to-date landslide inventories that are easily accessed and understood by the public and local jurisdictions. Sustained action over a period of years that reduces or eliminates the risk of landslide losses is needed and cost effective. As noted by the Idaho Bureau of Homeland Security:

“For every $1 spent [on mitigation], $4 in losses prevented……”

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is the highest priority request.
Supports institution/agency and Board strategic plans:

Goal 1, Objective A

Goal 1, A Well Educated Citizenry, calls for providing opportunities for individual enhancement and Objective A, Access, advocates for increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 educational system.

Performance Measure: Percent of need met by available need-based financial aid.

Description:
GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. This
program provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools which are designated as GEAR UP schools. GEAR UP started in Idaho in FY 2007 with the renewable scholarships starting in FY 2013.

GEAR UP allocates $852,300 per cohort to the State of Idaho. In fiscal year 2016 there will be three cohorts requiring funding. The GEAR UP selection and funding is based on a student’s financial need, academic merit, and participation in GEAR UP. The scholarship rules require the minimum award is not less than the applicant’s Pell Grant amount. The Pell amount is currently $5,730. The 2015 spending authority allows for 297 total students in the three cohorts to be funded at full Pell amounts. Looking ahead to FY 2016, FY 2017, and FY 2018, there will be three cohorts in 2016 at $852,300 per cohort for a total of $2,556,900 which will fund 446 students. In 2017 two cohorts require funding for a total of $1,704,600 and 297 students. And the final year 2018 one cohort of 152 students for a request of $852,300 will be required. One variable that changes this projection is the Pell funding amount. If the Pell amount is increased by the federal government in 2016, 2017, or 2018 then the current request has the potential to not cover the minimum Pell requirement. The money not expended stays in the GEAR UP fund, so it is prudent to request the full amount allocated by GEAR UP.

The appropriation for FY 2015 is $1,704,600. This request is to increase the spending authority for the GEAR UP program in FY 2016 one-time by $852,300.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   
   This request reflects an increase of $852,300 in one-time federal funds spending authority for GEAR UP scholarships. This request does not affect staffing levels.

2. What resources are necessary to implement this request?
   
   No additional resources are required as current staffing levels are sufficient.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   
   Federal spending authority with grant funds already awarded.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
   
   GEAR UP is designed to increase the number of low-income students from high-poverty middle and high schools that are prepared to enter and succeed in postsecondary education. GEAR UP provides students an opportunity to apply for a 4-year renewable scholarship based upon financial need and level of participation in the program and funding for participating students to prepare for and take the ACT test. The GEAR UP Program will serve over 5,500 students in Idaho during the life of the grant.
5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A
Supports institution/agency and Board strategic plans:

Goal 1, Objective A

Goal 1, A Well Educated Citizenry, calls for providing opportunities for individual enhancement and Objective A, Access, advocates for increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 educational system.

*Performance Measure:* Percent of need met by available need-based financial aid.

**Description:**
The Opportunity Scholarship is Idaho’s signature hybrid scholarship which factors awards based on merit and need. It is designed on a shared responsibility model with state dollars being the “last dollars”. This means that a student must apply for federal aid, have a self or family contribution element before they would be eligible for the

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<tr>
<td>1. PC and workstation</td>
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Opportunity Scholarship. In FY07 and FY08, the initial years of this program, $20 million dollars was put into an endowment fund and $1.925 million was designated to fund scholarships for the 2007-2008 and 2008-2009 academic years. Approximately 700 students each year have received this renewable scholarship with the majority of students receiving the maximum award of $3,000.

As a result of the financial difficulties during FY10-FY12, funds were not available to fund neither the endowment nor the ongoing scholarships, however, the Board was permitted to use the earnings from the endowment and $1,000,000 from the corpus in those years. This allowed us to fund qualifying renewals, but new awards were limited. In FY13, the discontinuance of the federal LEAP and SLEAP scholarships freed up the state match of $550,800 in state General Fund dollars which was reallocating to the Opportunity Scholarship. This amount combined with $449,200 from the corpus provided a total of $1,000,000 available for scholarships.

In FY14, Senate Bill 1027 consolidated several existing scholarships into a reconstituted Opportunity Scholarship resulting in $1,045,800 set aside for scholarships out of the general fund with no planned reductions to the corpus. The Scholarships Committee planned use of existing funds in FY15 calls for a consolidation of most scholarship programs into the Opportunity Scholarship program resulting in a total of $5,277,300 which will fund over 1,500 students with a scholarship. More scholarships may be funded depending on the average award amount.

This request is for $4,322,700 from the state General Fund to bring the total amount to $9,600,000 for FY 2016. This would provide 2,000 new scholarships and enough funding for an expected rate of 50% renewals for the second year returning students. The goal is to increase the Opportunity Scholarship over the next three years to be able to fund 2,000 new scholarships and 1,000 renewals as shown in the table on the next page.
<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<td>Amount</td>
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<td>$3,000,000</td>
<td>$3,000,000</td>
<td>15,000,000</td>
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</table>

Opportunity Scholarship

Plan to Increase Awards to 2,000 new scholarships per year
Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   $4,322,700 is requested to bring the total General Fund Opportunity Scholarship to $9,600,000 in order to award 2,000 new scholarships fund renewals estimated at 50% of the prior year new awards.

2. What resources are necessary to implement this request?

   No additional resources are required as current staffing levels are sufficient.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   $4,322,700 in ongoing General Funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   The State Board of Education has set an ambitious goal that 60% of Idahoans ages 25-34 will have a college degree or certificate by the year 2020. It is estimated that postsecondary education attainment for this adult population is currently at 40%. One of the key drivers for meeting this goal is access. The Opportunity Scholarship is Idaho’s primary scholarship for helping students afford a postsecondary education.

   The value of a four-year degree is at an all-time high. The wage differential between those with a four-year degree and those with a high school degree has grown to 81% -- higher than at any time in the past 90 years. Thus, if this request is not funded, not only could it impact the earning power of thousands of Idahoans, it will also ultimately impact the state’s tax base.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

   N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

IMNH Strategic Plan Goals 1, 3, and 5

**GOAL 1: Virtual Museum.** Our virtual museum will be a key tool for overcoming the growing challenges involved in making physical visits to our gallery and activities. It will help spread awareness of and access to the benefits of our work, including research and educational programs. We will strive to have the entire museum collection online and accessible from anywhere in the world, in the next five years. This will require considerable funding from outside resources. We will immediately begin writing grant proposals to U.S. government agencies and philanthropic foundations in order to begin implementation of the Virtual Museum.
A. **GOAL 3: Upgrade collections functions.** IMNH houses more than 500,000 natural and cultural objects. These irreplaceable items are central to our research, exhibitions and educational work. They must be properly prepared, inventoried, preserved and stored following current best practices. We will purchase and deploy new storage systems that will help us make more efficient use of collections storage space.

B. **GOAL 5. Develop and support programs for K-12, higher-education and the general public.** Much of what we do is for the benefit of K-12 education. Since 1990, more than 50,000 K-12 students have come through our doors. We also have long provided a number of popular, informal science-education programs that enrich learners of all ages and backgrounds — school and community groups, individuals and families alike — through direct experience with science. To sustain and build on these successes in a cost-effective manner, the museum must build infrastructure that enables planning for efficient and effective expansion of educational programs. We hope that by more effectively aligning our exhibits and educational programs with Idaho’s K-12 curriculum, we will improve the relevance of our work to the K-12 system. We see our “virtual museum” initiative doing a great deal to mitigate the access issues schools face today as well.

**Description:**

One time funding is requested for two multiprocessor graphics workstations for processing 3D imagery and creating virtual tours of museum collections; for two computer and projector combinations for public/student access to the virtual collections as part of our emphasis on virtual museums in STEM education, and for industrial shelving units for the curation and storage of IMNH collections as part of our emphasis on museum best practices.

These items are critical to fulfilling our mission as Idaho’s State Museum of Natural History. They directly meet the objectives in three of our goals as stated in the strategic plan.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Two multiprocessor graphics workstations for processing 3D imagery and creating virtual tours of museum collections. Extremely powerful workstations are required

Industrial shelving units for the curation and storage of IMNH collections as part of our emphasis on museum best practices.

Two computer and projector combinations for public/student access to the virtual collections as part of our emphasis on virtual museums in STEM education.
2. What resources are necessary to implement this request?

All resources are current and implementation will be part of normal employee activities. No re-assignment or additional resources are necessary for implementation.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for one-time General Funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Items 1 and 3 directly impact our ability to serve the IMNH collections and educational programs to the people of Idaho. Funded, the IMNH serves all of Idaho, unfunded, the IMNH serves only those who can visit Pocatello and the IMNH facility.

Item 2 directly impacts our ability to care for the State of Idaho collections in the care of the IMNH. We currently have inadequate storage conditions for many of the collections and these units will assist in solving that problem.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Not applicable.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

This request to add additional business consultants at the Idaho Small Business Development Center supports:

- Governor Otter’s “Accelerate Idaho” initiative by empowering business creation, expansion and innovation through high-quality, no-cost business consulting.
- The State Board of Education’s objectives for adult learners through individualized coaching of small business owners and entrepreneurs.
- The State Board of Education’s objective to prepare students for entering the workforce by providing experiential learning through class projects and internships with small business clients.
- Boise State University’s core theme for community commitment.
- The Boise State College of Business and Economics’ goal to support economic development through collaboration with public and private organizations.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>General</th>
<th>Dedicated</th>
<th>Federal</th>
<th>Other</th>
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<td>4.0</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Salaries</td>
<td>$223,600</td>
<td></td>
<td>$223,600</td>
<td></td>
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<tr>
<td>2. Benefits</td>
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<td>66,500</td>
<td></td>
<td></td>
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<td>$290,100</td>
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</table>

| OPERATING EXPENDITURES by summary object:|         |           |         |       |       |
| 1. Travel                                | $8,000  |           | $8,000  |       |       |
| TOTAL OPERATING EXPENDITURES:            | $8,000  |           | $8,000  |       |       |

| CAPITAL OUTLAY by summary object:        |         |           |         |       |       |
| TOTAL CAPITAL OUTLAY:                    |         |           |         |       |       |

| T/B PAYMENTS:                            |         |           |         |       |       |
| LUMP SUM:                                |         |           |         |       |       |
| GRAND TOTAL:                             | $298,100|           | $298,100|       |       |
The host college and university goals for outreach to communities and support of economic development.

Description:
The Idaho Small Business Development Center has been providing no-cost consulting and coaching to Idaho’s small businesses and entrepreneurs since 1986 through a network of 6 offices hosted by Idaho’s colleges and universities. This request enhances the Idaho Small Business Development Center’s resources to help small business start, grow and prosper by adding 4 FTEs for business consulting. Funding will be distributed between each of the existing offices to support businesses in rural areas, businesses new to exporting and businesses with an innovation as their competitive advantage.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
   $298,100 is being requested to add 4 FTEs to the Idaho Small Business Development Center network. $290,100 is for salary and fringe and $8,000 is for travel so that personnel can travel to rural areas and also travel to local and national conferences for professional development.

   The request is for ongoing funding that would be added to the base.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      Positions will be Business Consultants in all 8 locations. Two offices will receive funding for new part-time non-benefit eligible hires. Five offices will receive funding to increase hours for existing benefit eligible positions. The State Office will receive funding to leverage with SBA funding to hire a new full-time position for assistance to technology/innovation companies statewide. (See Funding Distribution Calculations attachment for more details.)

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      The only existing human resources that are impacted are those positions that will have increased hours.

   c. List any additional operating funds and capital items needed.

      The request includes $8,000 in travel funds ($1,000 per position) to support professional development at twice yearly internal conferences, an annual national professional development conference and for travel to rural areas.
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Please see the table above and the Funding Distribution Calculations attachment.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This initiative will accelerate business creation and expansion in Idaho by providing Idaho’s entrepreneurs and small business owners with no-cost individualized coaching and assistance to improve their skills and success. The Idaho SBDC has a proven 28-year track record of achieving an average return on investment of 4:1. Idaho SBDC clients consistently outperform their peers with clients’ sales routinely 5 times that of the average small business in Idaho (see attached Impact Report).

Small businesses are the engine of the economy and responsible for creating 60–80% of the net new jobs. The focus is on innovative companies and companies new to exporting. Technology/innovation firms typically create higher paying positions and companies engaged in exporting are bringing additional wealth into the state. Strong partnerships are already in place so that there is no duplication of services.

The goal of this initiative is to grow Idaho’s economy. Expected annual impacts after the first year of development are:

- 16 new businesses started
- 100 jobs created
- $2 million increase in sales
- $2 million capital raised
- 15 companies new to exporting
- 15 companies with innovations/technologies
- 10% growth in economic impacts in rural Idaho

If this request is not funded, the increased growth for Idaho’s businesses will not be realized.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

No prior year request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
services

consulting  Our primary service is no-cost confidential consulting tailored to individual businesses’ needs. Our coaches are available by appointment and help solve even the most complex problems. Most have MBAs or a related degree and have owned their own small business. 1,678 clients served in 2013.

training  We offer a continual schedule of affordable trainings designed to teach practical business skills. Our consultants and local business professionals serve as instructors. Classes compliment coaching sessions and help clients progress even faster. 2,517 attended trainings in 2013.

resources  The SBDC serves as the focal point for coordinating with other programs and services, both public and private, to bring additional expertise and resources for client assistance. We also help clients build a strong team of professionals to support the business.
## Personnel

<table>
<thead>
<tr>
<th>Region</th>
<th>position</th>
<th>FTE</th>
<th>Salary</th>
<th>Fringe rate</th>
<th>Fringe</th>
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<tr>
<td>I</td>
<td>new part-time non-benefit eligible position</td>
<td>0.6</td>
<td>$31,200</td>
<td>9%</td>
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<td>$34,008</td>
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<td>37%</td>
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<td>$39,894</td>
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<td>TECenter</td>
<td>increased hours for benefit eligible position</td>
<td>0.5</td>
<td>$29,120</td>
<td>37%</td>
<td>$10,774</td>
<td>$39,894</td>
</tr>
<tr>
<td>IV</td>
<td>new part-time non-benefit eligible position</td>
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<td>$26,000</td>
<td>9%</td>
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<td>V</td>
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<td>37%</td>
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<td>State</td>
<td>new full-time position (leveraged with federal funds)</td>
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<td>37%</td>
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<td>$47,873</td>
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**Operating**

$1,000 for each position (travel and profes $8,000

**TOTAL**

$298,108
Supports institution/agency and Board strategic plans:

**GOAL 1: A WELL EDUCATED CITIZENRY**
_The educational system will provide opportunities for individual advancement._

**Objective A: Access** - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 educational system.

---

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<tr>
<th>DESCRIPTION</th>
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**OPERATING EXPENDITURES by summary object:**

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<td>2. Photocopier lease</td>
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<td>3. Travel</td>
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**CAPITAL OUTLAY by summary object:**

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<tr>
<td>T/B PAYMENTS:</td>
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<td>LUMP SUM:</td>
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<tr>
<td>GRAND TOTAL:</td>
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---
Description:
Currently the Public Charter School Commission (PCSC) the PCSC authorizes 35 schools. Thirty-three schools are currently in operation and two are scheduled to open in the fall of 2014 (there are also three unapproved petitions under consideration). In addition, new public charter schools may be authorized each year. The number of authorized schools has increased to the point where 2.5 people simply can no longer provide support to the Commission and manage the day to day oversight of the schools. For example, lack of adequate staff makes it impossible to conduct thorough reviews of chartered schools without obvious or reported deficiencies. Absent thorough reviews, staff is unable to advise charter school boards and the PCSC regarding areas in need of improvement and ultimately provide data-driven, context-based recommendations regarding renewal or non-renewal. As a result, the PCSC’s ability to fulfill its mission of maintaining high standards, upholding school autonomy, and protecting students and taxpayers is compromised.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
2. The Public Charter School Commission (PCSC) requests 1.5 FTE in the form of a full-time program manager position and a half AA2 position.

Current staffing for this program is 2.5 FTE. Beginning in FY2015 source of funds is 100% Public Charter Authorizer fees, prior to that it was General Funds. PCSC needs an additional professional level staff position to facilitate the oversight of all schools authorized by the PCSC. This position would act at the direction of the executive level staff person to evaluate, report, and respond to school performance. This would include analysis of school finances and academic results, evaluation of compliance and governance, and frequent communication with schools and stakeholders. Additionally, this position would be responsible for gathering information and supporting PCSC meetings, appeals, and hearings.

PCSC currently has a 0.50 FTE for administrative support. PCSC needs to move this to a full-time position in order to manage the increased workload associated with staff work oversight of 35 schools.

Nationally, statewide charter school authorizing commissions average 0.44 FTE per school (Source: Authorizing Roadmap: National Perspectives on Quality Authorizing, 2013 Report by National Association of Charter School Authorizing Senior Advisor Nelson Smith). To match average national staffing levels, the PCSC would have more than 15 FTE.

In order to accommodate necessary growth in staffing, ongoing funding is also requested for increased lease space.
3. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
   Program Manager (1 FTE), Pay Grade N (80% of policy = $27.80), full-time, non-classified, benefit eligible, hire date: July 1, 2015
   Administrative Assistant II (0.50 FTE), Pay Grade I, classified, benefit eligible, hire date: July 1, 2015

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
   The current half-time AA2 position supporting this program would be moved to full-time.

   c. List any additional operating funds and capital items needed.
   $12,500 in ongoing operating expenses is requested for 1,000/SF lease space in the Borah building. Unlike other Capitol Mall office space, all space in Borah rent for $11.19 per SF. Ongoing OE is also needed to lease a photocopier.

4. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
   On-going General Funds

5. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Approximately 11,700 students are served by the 35 PCSC-chartered schools. Lack of adequate PCSC staffing levels has a material impact on oversight to help ensure the delivery of quality education at these taxpayer funded schools.

6. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
   Not Applicable

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Description:

Idaho has been approved as part of the State Authorization Reciprocity Agreement (SARA) through the Western Interstate Commission for Higher Education (WICHE). SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts.

Any degree-granting institution based in the United States, holding proper authorization from Congress, a U.S. state or a federally recognized Indian tribe and holding accreditation from an accrediting association recognized by the U.S. Secretary of Education is eligible to apply to its home state to participate in SARA if that state is a SARA member. For more information: http://nc-sara.org/what-does-institution-do
Institutions that wish to apply for Idaho State Authorization must register by completing an application, paying a state fee to the Idaho State Board of Education and receive a confirmation of their authorization status. An institution seeking approval to operate under the terms and standards of SARA must meet the requirements of application. Idaho will be charging an application fee of $1,500.00. The application fee is due when application is submitted. Registrations for state approval are voluntary, however institutions can only apply to their home state. Private institutions operating out of multiple states apply to the state of their headquarters.

The following table is an estimate of the annual application fees for public, private and exempt institutions in Idaho. Possible uses of these funds include staffing to assist with complaints and to conduct investigations.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>FY15 Projected Fees</th>
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</thead>
<tbody>
<tr>
<td>Boise Bible College</td>
<td>$1,500.00</td>
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<tr>
<td>Boise State University</td>
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<tr>
<td>BYU Idaho</td>
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<tr>
<td>College of Southern Idaho</td>
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<tr>
<td>College of Western Idaho</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Eastern Idaho Technical College</td>
<td>$1,500.00</td>
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<tr>
<td>Idaho State University</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Lewis-Clark State College</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>New Saint Andrews College</td>
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<tr>
<td>North Idaho College</td>
<td>$1,500.00</td>
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<tr>
<td>Northwest Nazarene University</td>
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<tr>
<td>The College of Idaho</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>one additional institution</td>
<td>$1,500.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$21,000.00</strong></td>
</tr>
</tbody>
</table>
Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   Spending authority is requested in order to use the fees generated through this program. Staffing levels have not been estimated at this time and will be provided in August. The current Miscellaneous Funds spending authority is not sufficient for this new program.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      No FTP is requested at this time.
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      It is unknown at this time the long-term human resource needs to review applications, respond to complaints and conduct investigations.
   c. List any additional operating funds and capital items needed.
      OSBE is requesting $21,000 in Miscellaneous Funds spending authority which is the total estimated amount of fees under the State Authorization Reciprocity Agreement.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   $21,000 ongoing Miscellaneous Funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Idaho students will benefit by make it easier for them to take online courses offered by postsecondary institutions based in another state by establishing comparable national standards for interstate offerings of postsecondary distance education courses and programs.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

   Not Applicable

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

**Goal 1**
SBOE Goal 1 is a well-educated citizenry. IdahoPTV’s objectives to meet this goal are to provide high quality television programming and new media content, and to provide relevant Idaho-specific information.

**Description:**
This year Idaho Public Television has a unique opportunity to capitalize on prospective support from private funders to offer Idahoans an in-depth look at our state’s rich history. We are asking for base funds to move forward with plans to create a televised multi-media series that will bring to life the people and events which shaped our state’s past and present. Similar to the PBS program, THE AMERICAN EXPERIENCE, the

---

**AGENCY:** Idaho Public Television

**FUNCTION:** Idaho Public Television

**ACTIVITY:**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>General</th>
<th>Dedicated</th>
<th>Federal</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
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**PERSONNEL COSTS:**

<table>
<thead>
<tr>
<th>Item</th>
<th>General</th>
<th>Dedicated</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salaries</td>
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<td></td>
<td></td>
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<td>$161,600</td>
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<tr>
<td>2. Benefits</td>
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<td>66,600</td>
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<td>3. Group Position Funding</td>
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</table>

**TOTAL PERSONNEL COSTS:**

| General                          | $253,200|

**OPERATING EXPENDITURES by summary object:**

<table>
<thead>
<tr>
<th>Item</th>
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<th>Dedicated</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Services</td>
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<td></td>
<td></td>
<td></td>
<td>$55,000</td>
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<tr>
<td>2. Administrative Services</td>
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<td>3. Travel / Specific Use Supplies</td>
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<td></td>
<td>34,500</td>
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</table>

**TOTAL OPERATING EXPENDITURES:**

| General                          | $99,500|

**CAPITAL OUTLAY by summary object:**

<table>
<thead>
<tr>
<th>Item</th>
<th>General</th>
<th>Dedicated</th>
<th>Federal</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Office Furniture</td>
<td>$3,000</td>
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<td></td>
<td></td>
<td>$3,000</td>
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</table>

**TOTAL CAPITAL OUTLAY:**

| General                          | $3,000  |

**T/B PAYMENTS:**

- LUMP SUM:

| General                          | $355,700|
ongoing series would be produced in a collaborative effort with the Idaho Historical Society and other educational institutions.

For the 2009 legislative session, both the State Board of Education and Governor Otter recommended funding for the Idaho Experience Line Item request. For the 2010 legislative session, this request was approved by the State Board of Education.

Questions:
1. What is being requested and why?

Idaho Public Television proposes to preserve and enhance Idaho’s heritage by producing two historical documentaries and related Web sites annually, and to make them available to students, teachers and the Idaho public. We will work closely with educators to align the series with Idaho’s school curriculum and to present the material in ways that is both engaging and accurate. This is an exceptional opportunity for us to capture and examine the history of our state so that we can help educate and inform Idaho’s citizens, both our youth and adults.

To date, there are no other known efforts to produce comprehensive multi-media documentaries about influential Idahoans and the forces that shaped our state. Idaho Public Television is uniquely positioned to be able to take on such a task. Our past efforts to do so have produced award winning documentaries such as ASSASSINATION: IDAHO’S TRIAL OF THE CENTURY and the recently released CAPITOL OF LIGHT. Both films have been widely praised for their fascinating and comprehensive portrayal of Idaho’s history.

Using these programs as a template, each new documentary will be broadcast several times throughout the state, with unlimited off-air record rights for educational institutions. Enhanced DVDs and web-based media of the programs will be available to the Idaho Commission for Libraries for circulation to libraries throughout Idaho via interlibrary loan. The documentaries will be closed-captioned for the hearing impaired and a companion Web site will be developed to take the program beyond the television screen and enhance educational opportunities for Idaho’s teachers and students.

Working together with the Idaho State Historical Society and Idaho’s universities and colleges, we will help to conserve Idaho’s heritage by preserving valuable, unique documents and artifacts that are presently stored in the partners’ collections but are unusable because of their fragile condition.

In addition to State of Idaho contributions to this effort, Idaho Public Television will seek additional resources to enhance and expand this effort. As mentioned above, we have already been approached by funders interested in supporting this idea.
What is the agency staffing level for this activity and how much funding by source is in the base?

N/A

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

   PTV Producer/Director, pay grade L, full-time, classified, anticipated hire date July 1, 2015, salary cost estimated at $57,886; benefited with benefit costs estimated at $23,058, position ongoing.

   PTV Writer/Reporter/Producer, pay grade L, full-time, classified, anticipated hire date July 1, 2015, salary cost estimated at $57,886; benefited with benefit costs estimated at $23,058, position ongoing.

   PTV Director/Videographer, pay grade J, full-time, classified, anticipated hire date July 1, 2015, salary cost estimated at $45,781; benefited with benefit costs estimated at $20,443, position ongoing.

   Group Position at $25,000 to aid as an Associate Producer.
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   The primary human resources that will be redirected are portions of time from the Executive Producer and Production Manager for oversight of the series. In addition, existing technical/engineering, promotional and administrative (primarily fiscal) personnel support. The series will utilize existing equipment, studios, production control, and editing suites.

   c. List any additional operating funds and capital items needed.

   IdahoPTV will need new computers for use by the new positions along with workspace modifications.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions (e.g. anticipated grants, etc.).

   N/A

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
The population of Idaho would be impacted most. There are historical issues unique to Idaho that should be documented for a viewing audience. Idaho schools would be benefitted by the extensive Web site planned for this series and DVDs, web streaming, and on-air programming would be distributed by IdahoPTV. Certain programs from this series may have regional and national broadcast potential.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:
Goal 2 Objective 5

Objective: IDVR will maintain a comprehensive system of personnel development (CSPD) standard for IDVR counselors.

Benchmark: Vocational Rehabilitation Counselors will maintain all CSPD standards for their position annually and all Vocational Rehabilitation Specialist positions will be in compliance with the agency’s standard to reach CSPD in FFY 2014.

IDVR will have trouble meeting this standard without this increase because we are having trouble recruiting counselors that meet this standard because of the low salary. We lose many counselors to Health and Welfare agencies because their pay for equivalent positions start $3 an hour higher than ours.
Description:
IDVR is requesting funds to increase funding for our Vocational Rehabilitation Counselors (VRC) positions to a level that is still $1.50 an hours less than an equivalent position in Health and Welfare. IDVR will evaluate this effect and if it is still having difficulty retaining staff will request in the future a comparable salary to other state agencies with positions requiring a Master’s in a similar field.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
IDVR has 68 VRCs and 8 Regional Managers in the agency, besides the other staff of the agency. These VRCs provide the most essential service IDVR offers Counseling and Guidance. It is critical for IDVR to achieve its goals that we have high quality VRCs. Unfortunately IDVR has had trouble hiring VRCs that meet the criteria as laid out in our Comprehensive System of Personnel Development that is a part of our State Plan that is submitted to the Rehabilitation Services Administration. Our VRCs are required to have or be able to sit to become Certified Rehabilitation Counselor (CRC). This requirement means that they have a Master’s in Rehabilitation Counseling or a Master’s in a similar field and 18 hours of graduate level studies in vocational rehabilitation. This severely limits our pool of candidates. In addition IDVR has lost many VRCs to other state agencies that pay substantially more for a similar education.

Staffing level for this function is currently 76.0 FTP VR Counselors and Regional Managers at a cost of $5,297,000, split between $1,065,000 from general funds, $62,600 from dedicated funds and $4,169,400 from federal funds.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      IDVR currently has 76 non-classified positions in the field offices that would be impacted. Position titles are Vocational Rehabilitation Counselors and Regional Managers all of them full-time with benefits.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      No existing human resources will be redirected.

   c. List any additional operating funds and capital items needed.
      No additional operating funds or capital outlay is needed.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
The federal grant is sufficient to fund up to 78.7% of this cost and those funds are currently being returned to the federal agency because the 21.3% non-federal share is insufficient.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request ultimately makes it so IDVR can serve our customers better. By being able to recruit and retain quality VRCs IDVR will reduce the impacts of overstaffed caseloads that result in diminished services as well as unnecessary changes between counselors that stagnates progress for the customer.

If this request is not funded IDVR will face considerable difficulty recruiting and retaining VRCs throughout the state. We have already had a lot of difficulty hiring VRCs in certain parts of the state.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To provide customers with effective job supports including adequate job training to increase employment stability and retention.

Performance Measure: To enhance the level of job preparedness services to all customers.
Description:
IDVR is requesting $1,200,000 in Federal funds to have a sufficient amount of funds available to pay for assessment, training, tools, education, supplies, transportation, medical and other items to assist people with disabilities prepare for, secure, retain or regain employment.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
IDVR is requesting additional Federal funds to be able to meet the requirements of the Federal vocational rehabilitation program. In FY 2014 the Division’s budget was reduced by $2 million dollars in Federal funds to more accurately reflect what the Division had actually spent on the program in FY 2012. However, services increased by 7% in FY 2013 and through March of 2014 services had increased another 13%. Without this increase the Division may not be able to meet the current requirements of the Vocational Rehabilitation program. If that was the case then IDVR would need to adjust how the program operates in Idaho and would not be able to serve all those who need service.

1. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
      None
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
      None
   c. List any additional operating funds and capital items needed.
      None

2. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
IDVR has not been using all of the Federal funds allocated to the State, but has been remitting available funds back to the Federal Government. The $1.2 million in Federal funds is available to be used for this purpose.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
This request will allow IDVR to continue to serve all of our customers without limiting available services.

4. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Council for the Deaf and Hard of Hearing is requesting one (1) additional FTE identified as Communication and Outreach Coordinator. The Council for the Deaf and Hard of Hearing is a unique state agency following its mission of being “Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.” Using the formula of 13% provided by the Gallaudet Research Institute, an estimated 203,785 people in Idaho have hearing loss:
Currently, there are only 2 FTE’s working for the Council, the Executive Director and an Administrative Assistant. With the establishment of Idaho Sound Beginnings (newborn hearing screening) children who have hearing loss are being identified earlier, baby-boomers are increasing and veterans are returning to civilian life. The aforementioned causes the need for an additional staff member to provide specific functions for the Council. The role of the Communication and Outreach Coordinator would be to increase awareness of the Council’s role, services and programs throughout the state of Idaho. Strategies may include developing collaborations with community organizations, staffing exhibit tables at expos, providing training sessions, developing and disseminating information and resources, and managing external and internal communications.

One-time funds for initial office set up as desk, chair, desktop/laptop computers, monitors, warranties, and docking station is also being requested.

Currently there is no agency staffing for this position and no funding by source is in the base.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      The title of this position is: Communications and Outreach Coordinator
      Pay Grade: K
      Full Time Status
      Full Benefits
      Anticipated Date of Hire: July 1, 2016
      Terms of Service: NA

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

      Existing Human Resources would be redirected to hire candidate. If this position were approved and funded, it would allow the two current staff members to spend 100% of their time on their assigned duties.

      Currently the Executive Director and Administrative Assistant are the only staff involved in providing information, workshops, presentations, and everyday operations of the Council. This position would relieve some of the
burdens of the current staff to provide the necessary services dictated by Idaho Code Chapter 13, Title 33

c. List any additional operating funds and capital items needed.

Additional operating funds:

Office lease $200/mo $2,400.00 annually
Cell Phone $1,200.00 annually
Overnight travel ~ 10 x ~ 80 $800.00 annually
Per Diem ~ 20 x 33.00 $660.00 annually
Flights ~ 2 @ $400 $800.00 annually
Communication/accommodations services $10,000.00 annually

TOTAL Additional Operating Funds $15,860.00

Capital Items

Desk $740.00
Chair $570.00
Desktop $650.00
Desktop Warranty $60.00
Laptop $970.00
Laptop Warranty $100.00
Docking Station $160.00
Monitors $156.00 Each

Total Capital Funds $3,406.00

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Ongoing request $86,400
One Time request $3,400.00

All funds will be from General Funds. There are no expectations of additional grant monies or federal monies. There are no external funding available that is in line with the objectives, mission and responsibilities/duties of the Council.

If the request is not funded, CDHH will be unable to fully utilize the collaborative relationship with community organizations, local and state governmental entities, and proactively develop a presence for our Council and the programs and services provided.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho policymakers, the legislators, local, state agencies, businesses, and the 203,785 deaf and hard of hearing citizens will be served by this request. We anticipate the population to grow. This request allows for areas that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

It has been over 23 years, since the inception of the Council, without any significant increase in FTE that serves the constituents and/or stakeholders directly. For the past two decades the deaf and hard of hearing population grew and assimilated much more deeply into the society more than ever before which demands more information and resources. The current staff finds it very difficult meeting the growing demands.

If this request is not funded, Idaho’s deaf and hard of hearing population will continue to be underserved.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A. No request for FTE was presented on our line item last year.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
SUBJECT
FY 2016 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.c. and Section V.K.

BACKGROUND/DISCUSSION
The capital projects request process is separate from the line item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is staffed by the Division of Public Works (DPW), has several major areas of focus: new, renovated or remodeled projects; Americans with Disabilities Act (ADA) projects; asbestos abatement/ removal, and building demolition.

The annual capital project funding request process begins with DPW issuing a letter to agencies and institutions each spring requesting that they submit their project funding needs. DPW staff works with the agencies and institutions over the summer months to finalize requests. The State Board of Education also concurrently reviews and makes recommendations on major capital projects to PBFAC. DPW staff produces a fiscal year request notebook provided to PBFAC in early September. Agencies and institutions present their requests to PBFAC in early October. PBFAC reviews DPW staff funding recommendations and takes action on them at its November business meeting. Between the October and November PBFAC meetings, DPW staff reviews the agency presentations and consults with agencies and institutions to clarify issues. DPW staff then goes through a process of deciding which projects should be funded and what the Permanent Building Fund (PBF) allocations should be for each requesting agency and institution. Also, in the month of October, the Division of Financial Management (DFM) informs DPW of the anticipated revenue amount for the fiscal year's funding. This sum is the basis for DPW staff's allocation recommendations which are presented to PBFAC at its November meeting. Following PBFAC's review and approval of its funding recommendations for the next fiscal year, DPW staff forwards those recommendations to DFM and the Legislative Services Office for inclusion in their respective budget publications. The Governor makes a recommendation regarding major capital projects to the Legislature. The Legislature appropriates funds to DPW for specific major capital projects and funding for general alterations and repairs, and other projects statewide.

In recent years the Board has not always chosen to prioritize or recommend new capital facilities to the PBFAC. Several times the Board has instead recommended that all funding efforts be directed primarily toward alterations & repairs, asbestos abatement, and other non-major capital items.

Institutions and agencies have prepared and submitted their FY 2016 capital budget requests to the Board office and DPW, as shown on Page 5.
IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. The PBFAC, Governor and Legislature will then be informed of the Board’s recommendation based upon the priorities indicated (if any) at the Board’s discretion.

Board Policy V.K. requires institutions and agencies to bring their six-year capital construction plan to the Board for review and approval at its regularly scheduled August meeting. The plan must span six fiscal years going forward starting at the fiscal year next. The plan only includes capital projects for which the cost is estimated to exceed one million dollars ($1,000,000) without regard to the source of funding. Board approval of a plan will constitute notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in their approved plan. The six-year capital construction plans are included in this agenda for Board approval.

ATTACHMENTS

Attachment 1-FY16 Major Capital Request Summary Page 5
Attachment 2-Boise State University Six-year Plan Page 7
Attachment 3-Idaho State University Six-year Plan Page 8
Attachment 4-University of Idaho Six-year Plan Page 9
Attachment 5-Lewis-Clark State College Six-year Plan Page 10
Attachment 6-Eastern Idaho Technical College Six-year Plan Page 11
Attachment 7-Capital Project Summaries for agencies & institutions Page 13

STAFF COMMENTS AND RECOMMENDATIONS

Projects listed on the following schedule have been prioritized by each institution or agency. Many of these projects were included in the FY 2015 institution request list. The project descriptions are as prepared by the institutions and previously submitted to DPW.

The Board may recommend some or all of the projects to PBFAC for consideration at its October 2014 meeting, or recommend no major capital funding for FY 2016 and have PBFAC concentrate on alterations and repairs and other non-major capital projects. Previous discussions of the Board have concluded that a project’s past ranking on any list should not influence future decisions about where that project should be ranked.

Another option available to the Board is to recommend a portion of a project or projects, for planning and design in FY 2016.

The community colleges’ six-year capital construction plans are not included because those projects are approved by their local boards.

Staff does make one project specific observation regarding CWI’s request for funding for a student union building. Board policy V.B.4 provides that “All operating costs, including personnel, utilities, maintenance, etc., for auxiliary enterprises are to be paid out of income from fees, charges, and sales of goods or services. No state appropriated funds may be allocated to cover any portion of the operating costs.” While the policy
does not apply to community colleges and is silent on construction of auxiliary facilities, it seems persuasive.

**BOARD ACTION**

I move to recommend to the Permanent Building Fund Advisory Council the major capital projects on page 5 for consideration in the FY 2016 budget process.

Moved by __________ Seconded by ___________ Carried Yes _____ No _____

**OR**

I move to recommend to the Permanent Building Fund Advisory Council the following major capital project(s), in priority order, for consideration in the FY 2016 budget process.

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________

Moved by __________ Seconded by ___________ Carried Yes _____ No _____

**OR**

I move to recommend no major capital funding for FY 2016 and have the Permanent Building Fund Advisory Council concentrate upon Alterations and Repairs and other non-major projects.

Moved by __________ Seconded by ___________ Carried Yes _____ No _____

**AND**

I move to approve the six-year capital construction plans for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College.

Moved by __________ Seconded by ___________ Carried Yes _____ No _____
### State Board of Education

**FY16 Major Capital Request Summary**

($ in thousands)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Institution/Agency &amp; Project</th>
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### SIX YEAR CAPITAL IMPROVEMENT PLAN
FY 2016 THROUGH FY 2021

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Other, not currently scheduled priorities:

- Central/District Chilled Water Plant                                          | 10,000    |
- Science Building Improvements for Research                                    | 6,000     |
- Emergency Operations Center                                                   | 2,000     |
- Biology greenhouses                                                           | 1,500     |
- Literacy Center                                                               | 8,000     |
- Develop Campus Quad Spaces                                                    | 2,000     |
- Engineering & Technology Room 103 & 110                                       | 1,500     |
- Student Shop Development                                                      | 10,000    |
| **Total**                                                                     | 41,000    |
# Six Year Capital Improvement Budget

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<th>Description</th>
<th>FY 2016</th>
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<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
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<td>Expansion of Dental Health Program (additional agency $480,000)</td>
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| 6 year outlay total                                                        | $163,530,690| 14,186,770  | 45,914,000  | 27,036,000  | 40,885,920  | 8,000,000   | 27,508,000  |

*Some Projects with no F.F.E. money
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* PBF Request is under auspices of Department of Administration
# Project is a component of the current Capital Project Development Campaign. Project schedule is TBD and dependent upon fundraising success.
# CAPITAL BUDGET REQUEST

**SIX-YEAR PLAN FY 2016 THROUGH FY 2021**

**CAPITAL IMPROVEMENTS**

**AGENCY:** Lewis-Clark State College

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<tr>
<td>Spalding Hall (SPH) upgrade</td>
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<tr>
<td>Automotive Technology facility expansion</td>
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<td>Sam Glenn Complex (SGC) upgrade</td>
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<td>New classroom complex</td>
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<tr>
<td>Replace Workforce Training facility</td>
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<tr>
<td>Upgrade Physical Plant facility</td>
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[Note: The North Idaho Collaborative Education Facility (NICEF) is a joint UI, NIC, and LCSC project with a total cost of $6,000,000. The cost for the project is consolidated within the UI FY2016 PBF Capital Project request.]

Agency Head Signature: 

Date: 6-27-14
## CAPITAL BUDGET REQUEST
### SIX-YEAR PLAN FY 2016 THROUGH FY 2021
#### CAPITAL IMPROVEMENTS

**AGENCY: EASTERN IDAHO TECHNICAL COLLEGE**

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<tr>
<td>New Construction — Energy System Technology Building</td>
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<td>Expanded Construction — Phase 2 of Health Care Education Building</td>
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Agency Head Signature:  

Date: Thursday, July 17, 2014
OFFICE OF THE STATE BOARD OF EDUCATION

SET A
PROJECT SUMMARY
FY2016

Project Title: Construction for Fine Arts Building Boise Campus

Institution/Agency: Boise State University

Brief Description: A new building for Fine Arts will achieve several goals in Boise State’s Strategic Plan by consolidating programs spread across campus into one building, fostering university and community relations, and advancing the importance of creativity in our modern high-tech economy. Programming, planning, and conceptual design and construction documents have already been prepared and have formed the basis for an overall budget. Incremental funding from Permanent Building funds is acceptable to the University.

Project Scope: 47,500 - 65,500 NASF 60,000-100,000 GSF

Estimated Total Project Cost: $35,000,000

Date Approved by State Board of Education: April 2013 (Planning)

Source of Construction Funds (by fund source and amount):

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Previous Appropriations

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Budget Year Request

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</thead>
<tbody>
<tr>
<td>Permanent Building Fund</td>
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</tr>
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</table>

1. **PROJECT DESCRIPTION AND JUSTIFICATION**

The new Fine Arts Building will front Capitol Boulevard just north of the Micron Business and Economics Building, adding another cutting-edge presence on the most visible side of campus while helping foster university and community relationships. It will be just across the river from the Boise Art Museum and the city’s cultural district. The siting is consistent with the current Campus Master Plan, and the facility is directly in line with the core themes of the mission the State Board of Education has endorsed for the university: Provide a signature, high-quality undergraduate and graduate education experience; Foster creativity in arts and research that can be transferred to societal, economic, and cultural benefits; And extend our community commitment beyond our educational, creative, and research activities.

The building will consolidate arts programs now scattered across campus, dramatically improving the student educational experience and providing needed physical space to meet increasing student demand for arts classes. It will also address several deficiencies in space and infrastructure that were identified in the arts program’s re-accreditation process. The facility will advance the importance that creativity plays in a new, modern economy and will provide the capacity for additional classes as students in traditional STEM programs (Science, Technology, Engineering and Math) elect to take creative courses to complement their studies and boost their skills and career opportunities.

The pre-planning and programming phase of this project is already underway and is being funded internally by the university. This phase will result in final programmed spaces for Fine Arts and the administrative functions of the Arts & Humanities Institute as well as determining what entities within the Fine Arts disciplines will be housed in the new building.

2. **PROJECT COMPONENTS**

The project will construct a new facility in the western zone of the campus. The facility will house Fine Arts and functions of the Arts and Humanities Institute. Preliminary planning activities have tentatively identified the following that will be supported by the building:

- **Teaching**: studios, design laboratories, classrooms, administrative and faculty offices, and spaces for student collaboration.
- **Exploration**: computer laboratories, centralized workshop facilities, conference rooms, and libraries for study and research; faculty/graduate studio space for creative practices.
- **Innovation**: multiple-use spaces containing new technologies will facilitate inventive and cross-disciplinary projects.
- **Exhibition**: gallery spaces for student and traveling exhibits and display areas throughout building for student artwork display and critiques.
3. **ALTERNATIVES**

   The status quo would keep art students, their professors and mentors, and their studio and study space spread throughout campus. Today, arts-related classrooms are housed in five separate buildings, and studio and storage space spread even farther, to two other campus facilities. It would also keep the university from echoing in the arts the major recent building efforts supporting the sciences, engineering, and business and economics. Just as those efforts greatly facilitate scholarly activity and are an important way to focus community attention, constructing a Fine Arts Building will greatly facilitate creative activity and help focus community attention on the arts and the ever-increasing role of design, innovation, and creativity in the modern economy.

4. **VACATED SPACES**

   By providing up-to-date space for the uses described above, the new building will permit departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of the other departments, including the STEM disciplines. Because planning is in the early stages, the precise amount of space to be vacated is not yet defined.
OFFICE OF THE STATE BOARD OF EDUCATION

PROJECT SUMMARY
FY2016

Project Title: Design and Construction for Science & Research Building #2 Boise Campus

Institution/Agency: Boise State University

Brief Description: Boise State’s Master Plan targets the South Campus area for the science and engineering facilities called for in the Strategic Plan to boost research and creativity while creating a signature educational experience for both graduates and undergraduates. The requested funds will pay for planning, design, and partial construction of the second of four science buildings currently envisioned.

Project Scope: 65,000-78,000 NASF 100,000-120,000 GSF

Estimated Total Cost: $60,000,000

Estimated Total Design and Partial Construction Cost: $10,000,000

Date Approved by State Board of Education:

Source of Construction Funds (by fund source and amount):

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<td>University Funds &amp; Private Donations</td>
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Previous Appropriations

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Budget Year Request

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<tbody>
<tr>
<td>Permanent Building Fund</td>
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</tbody>
</table>
1. PROJECT DESCRIPTION AND JUSTIFICATION

The proposed building will be the second building of the master-planned four-building science and engineering complex in the South Campus zone. The first of these projects, the 101,265-square-foot Environmental Research Building, was recently completed and is now home for Geosciences, Civil Engineering, Public Policy and Administration and Political Science, as well as a community and regional planning program, the environmental finance office, the Public Policy Center and the Frank Church Institute.

Consistent with the 2005 Campus Master Plan, the new science research building will support STEM disciplines (Science, Technology, Engineering and Mathematics) and will be part of a complex designed to promote interdisciplinary research, education, and outreach. Each building of the complex will include science and engineering laboratories and facilities appropriate to specific interdisciplinary topic areas, with departmental culture preserved in office clusters. The buildings will be planned to promote collaboration between scientists and engineers on important research problems. Laboratories and work areas will be an open design with state of the art flexibility to permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding. In addition to research spaces, this facility will also provide classrooms and teaching laboratories to expand student learning opportunities and student capacity.

Current thinking is that this second building will focus on Chemistry, Physics, and/or Materials Science Engineering. In addition to planning the building, the future relationships and interactions of all science and engineering departments will be examined to determine the optimum set of adjacencies in the four building complex. This planning will help ensure that decisions regarding the particular building design will support the vision put forth in the Master Plan of an integrated science and engineering complex.

2. PROJECT COMPONENTS
This proposed facility blends academic and research units from Chemistry, Physics, and/or Materials Science Engineering. The new building will support graduate and undergraduate academic programs in these disciplines and promote interdisciplinary research. Program elements for this project include core research facilities such as research labs, teaching labs, offices, and administrative space. The new building will also support the Materials Science PhD program and STEM education strategy by providing state of the art teaching and research labs that promote graduate and undergraduate participation.

3. ALTERNATIVES

Modular facilities could possibly be utilized to provide additional research, classrooms, and offices, but the use of these temporary structures are expensive and only meet the short term needs for the institution. It would not be prudent to utilize modular buildings for research or class laboratory space. The University has purchased land in the South Campus to accommodate this new facility. Investing in temporary modular facilities would neither be cost effective nor meet academic and research needs.

4. VACATED SPACES

In addition to providing up to date laboratory, classroom, and office space for several academic departments, this project would permit the aforementioned departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of other growing departments. Because planning is in the early stages, the precise amount of space to be vacated is not defined. The expansion and relocation of other departments into vacated spaces in the historic center of campus is consistent with the Master Plan, which calls for that area to become a center for liberal arts, education, and research.
## CAPITAL BUDGET REQUEST
### FY 2016
### CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

<table>
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<tr>
<th>AGENCY: Office of Oral and Medical Health</th>
<th>AGENCY PROJECT PRIORITY: 1</th>
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<table>
<thead>
<tr>
<th>PROJECT DESCRIPTION/LOCATION: Expansion of the Dental Hygiene program to ISU-Meridian according to the Phased Master Plan</th>
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</table>

<table>
<thead>
<tr>
<th>CONTACT PERSON: Dr. Bessie Katsilometes</th>
<th>TELEPHONE: 373-1708</th>
</tr>
</thead>
</table>

### PROJECT JUSTIFICATION:

<table>
<thead>
<tr>
<th>(A) Concisely describe what the project is.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To create a Bachelor of Science (BS) in Dental Hygiene (DH) satellite program and expand the Idaho Oral Health Institute to the ISU Meridian Health Science Center (HSC). On the SBOE 5-year plan, DH was scheduled to bring its BS satellite program to the HSC in 2014. The plan is to take DL classrooms #508 and #509, computer labs #504 and #505, and four offices off line and construct new clinic in these areas. Part of the project funding will be used to relocate these to new spaces constructed elsewhere in the building per the master plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(B) What is the existing program and how will it be improved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The DH program is accredited by the American Dental Association Commission of Dental Accreditation. DH program expansion to ISU Meridian will enhance inter-professional and interdepartmental collaboration with the Idaho Advanced Education in General Dentistry (IAGD) Residency and other professional health programs. The IAGD Residency/ISU Family Dentistry Clinic relocated and expanded to the Meridian HSC in August 2011 with 5,200 sq. ft. of space which was designed to be adjacent to DH for shared resources. In the ISU-Meridian Master Plan, 4,800 sq. ft. of space is allocated for DH. The DH program expansion includes 12 operatories for 24 enrolled students, opportunities for clinical research and preventive oral health care services.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(C) What will be the impact on your operating budget?</th>
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<tbody>
<tr>
<td>Operating costs will be funded by DH clinic revenues.</td>
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<table>
<thead>
<tr>
<th>(D) What are the consequences if this project is not funded?</th>
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</thead>
<tbody>
<tr>
<td>The BS in DH will not be made available in the Boise Metropolitan Service Area (MSA), the most populous region of Idaho. ISU’s DH program is the only BS degree option in the state; fulfilling ISU’s statewide mission as the health sciences education leader presupposes expanding the DH program to the Boise MSA. Further, an opportunity to provide inter-professional collaboration between dentistry and dental hygiene will be forgone if the DH satellite program is not expanded.</td>
</tr>
</tbody>
</table>
Also, the opportunity to enhance the model for an integrated educational approach incorporating oral, physical, and mental health by adding the DH program component at ISU Meridian will be unrealized. Proprietary schools in the Boise MSA are offering AAS dental hygiene education that is not regionally accredited and which makes it difficult for students to articulate credits earned.

<table>
<thead>
<tr>
<th>ESTIMATED BUDGET:</th>
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<tbody>
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<td>F F &amp; E</td>
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<td>Total</td>
<td>$ 2,791,770</td>
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Agency Head Signature: ______________________________

Date: ______________________________
CAPITAL BUDGET REQUEST  
FY 2016  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION 
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University  AGENCY PROJECT PRIORITY:  2

PROJECT DESCRIPTION/LOCATION: Eli Oboler Library

CONTACT PERSON: Phil Moessner  TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.  
This project will remove the deteriorating fiberboard air ducting system, and replace it with an insulated steel duct system. This project will also address all seismic needs within the ceiling system and book stacks throughout the Library.

(B) What is the existing program and how will it be improved?  
The existing fiberboard ducting is actively degrading, with resulting ductwork particulates being spread throughout the library. All surfaces within the Library, including the ceiling, are coated with deteriorated ducting material. This project will remove the existing ceiling and lighting systems, remove all fiberboard ducting, address all seismic issues with the ceiling and lighting system, and with the book stacks throughout the Library. New insulated steel ducting, ceiling systems, and lighting will be installed.

(C) What will be the impact on your operating budget?  
The maintenance budget will be relieved in several areas as less custodial effort will be required to clean the Library, and repair work to deteriorating ductwork is no longer needed.

(D) What are the consequences if this project is not funded?  
Ductwork will continue to degrade and contaminate the interior of the Library. Additional efforts will continue to be expended in an attempt to clean the library.

ESTIMATED BUDGET:

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<tr>
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<td>Federal Funds</td>
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Agency Head Signature: ______________________________
Date: ______________________________
CAPITAL BUDGET REQUEST
FY 2016
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University
AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Graveley Hall upgrade HVAC

CONTACT PERSON: Phil Moessner
TELEPHONE: 208-282-4229

PROJECTJUSTIFICATION:

(A) Concisely describe what the project is.
This project will remove the old window mounted room air conditioners and steam heat perimeter supply with a central system that addresses the need for fresh air and heating in an economical solution.

(B) What is the existing program and how will it be improved?
The existing systems are failing and costly to run and repair and replace and the air conditioning units are providing a lot of bird habitat. The new system will deliver fresh air, conditioned in a central system and augment the existing perimeter steam heating systems to cover all areas of the building. Poor piping insulation on the steam heat will be replaced so that A/C units are not being run in the winter to cool down rooms.

(C) What will be the impact on your operating budget?
The maintenance budget will be relieved in several areas as less work will be needed to maintain individual units than one building system that can be put on our centralized controls.

(D) What are the consequences if this project is not funded?
Building systems are continuing to deteriorate and require excessive maintenance and costs.

ESTIMATED BUDGET:

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Agency Head Signature: ______________________________
Date: ______________________________
CAPITAL BUDGET REQUEST  
FY 2016  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION  
(New Buildings, Additions or Major Renovations) 

<table>
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<tr>
<td>PROJECT DESCRIPTION/LOCATION:</td>
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<tr>
<td>CONTACT PERSON:</td>
<td>Phil Moessner</td>
<td>TELEPHONE:</td>
<td>208-282-4229</td>
</tr>
</tbody>
</table>

**PROJECT JUSTIFICATION:**

(A) **Concisely describe what the project is.**

This project will mitigate the asbestos in the building, with emphasis on the open plenum supply design ceiling system. The work will require asbestos mitigation and the replacement of flooring, ceilings, and other materials removed or impacted by asbestos abatement. This project will also provide for renovation of office and classroom spaces within Beckley Nursing.

(B) **What is the existing program and how will it be improved?**

Health and safety of building occupants and maintenance personnel. Even simple tasks of replacing ceiling tiles or replacing light bulbs can pose risks to staff.

(C) **What will be the impact on your operating budget?**

This project does not add square feet of functional space but will require agency to provide funding for temporary moves to accommodate the mitigating and related construction work.

(D) **What are the consequences if this project is not funded?**

At this time, any maintenance work on lighting or ceiling panels required asbestos monitoring, which adds labor costs and delays in service response time. Additionally, some tasks are impossible to complete within the ceiling plenum. Finally, should there be some significant roof repairs; the building may need to be evacuated. If the required roof work takes place during the academic year, the disruptions to classes and labs would be intolerable.

<table>
<thead>
<tr>
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<th>FUNDING:</th>
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<tbody>
<tr>
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<td>F F &amp; E</td>
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Agency Head Signature: ______________________________

Date: ______________________________
CAPITAL BUDGET REQUEST
FY 2016
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University
AGENCY PROJECT PRIORITY: 5

PROJECT DESCRIPTION/LOCATION: Frazier Hall Renovation of dressing rooms & green rooms

CONTACT PERSON: Phil Moessner
TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

(A) **Concisely describe what the project is.**
Dressing and green room areas located beneath the stage need complete restoration. This work extends to a complete gut-and-replacement of floor, sub flooring, ceilings, walls, finishes, air circulation, electrical systems, and restroom upgrades. Remodeling and updating of the dressing areas is intended to allow for men’s and women’s separate areas, remodel and upgrade of makeup rooms, restrooms, laundry rooms, and hallways. Areas are not accessible or sized properly for the number of persons using the facilities; this project will address building codes requirements in this regard. Traffic flow needs to be improved. An additional shower and restroom is needed. The existing public spaces of the Bilyeu Theater have received a wonderful and needed upgrade and now it is time to bring the under stage areas up to code. There is no back stage to the theater so that the basement areas receive a lot of use. This renovation includes major upgrades to mechanical, electrical, plumbing, and egress systems so that this historic venue may continue to be used.

(B) **What is the existing program and how will it be improved?**
Health and safety of players using the Bilyeu theater will be accomplished.

(C) **What will be the impact on your operating budget?**
This project does not add square feet of functional space but will address safety concerns and install more easily maintained materials and facilities, equipment and lighting upgrades.

(D) **What are the consequences if this project is not funded?**
Unsafe conditions will continue and egress systems are not up to code.
<table>
<thead>
<tr>
<th>ESTIMATED BUDGET:</th>
<th>FUNDING:</th>
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</thead>
<tbody>
<tr>
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<td>PBF</td>
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<tr>
<td>A/E fees</td>
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<tr>
<td>Construction</td>
<td>General Account</td>
</tr>
<tr>
<td>5% Contingency</td>
<td>Agency Funds</td>
</tr>
<tr>
<td>F F &amp; E</td>
<td>Federal Funds</td>
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</tr>
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<td>$1,300,000</td>
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<td>$ 1,300,000</td>
<td>$1,300,000</td>
</tr>
</tbody>
</table>

Agency Head Signature: ______________________________

Date: ______________________________
OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Northern Idaho Collaborative Education Facility

Institution/Agency: North Idaho College, Lewis Clark State College, University of Idaho

Brief Description:
North Idaho College, Lewis Clark State College, and the University of Idaho envision the creation of an education corridor in Coeur d'Alene stretching along the banks of the Spokane River and adjacent to North Idaho College. Higher Education programmatic growth in the Coeur d'Alene area will be concentrated in this education corridor. Additional facilities and resources are needed to service the growing population and the corresponding demand for access to higher education programs and content. The collaboration potential afforded by co-location of three institutions of higher education in this proposed facility will provide increased access and higher education opportunities for students of all levels in the area.

Project Scope:

<table>
<thead>
<tr>
<th>Building size:</th>
<th>NASF</th>
<th>GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site and utility infrastructure</td>
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<tr>
<td>Furnishings, Fixtures and Equipment</td>
<td></td>
<td>20,000</td>
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<tr>
<td>All project fees and related expenses</td>
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</table>

Estimated Total Cost: $6,420,800

Date Approved by State Board of Education:
- First request, July 2006  (Note: As the Northern Idaho Classroom and Office Facility)
- Second request, July 2007
- Third request, July 2008
- Fourth request, July 2009
- Fifth request, July 2010
- Sixth Request, July 2011
- Seventh Request, July 2012  (Note: Facility size and project scope dramatically reduced)
- Eighth request, July 2013
- Ninth request, July 2014  (Note: Facility size and project scope again dramatically reduced)
Source of Construction Funds (by fund source and amount):

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Gifted Funds</td>
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<td></td>
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</table>

Previous Appropriations

<table>
<thead>
<tr>
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<th>Amount</th>
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<tbody>
<tr>
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Budget Year Request

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Building Fund</td>
<td>$4,000,000</td>
</tr>
</tbody>
</table>

1. PROJECT DESCRIPTION AND JUSTIFICATION

North Idaho College, Lewis Clark State College, and the University of Idaho propose a collaborative facility housing units of each institution to be located on property owned by the North Idaho College Foundation and leased to North Idaho College. Such a collaborative facility will allow North Idaho College, Lewis Clark State College, and the University of Idaho to consolidate programs located in various facilities at one location and better serve the citizens of the area, each institution in accordance with the corresponding role and mission statements. The proximity of this location to North Idaho College is of an advantage as it provides the ability and opportunity to leverage the existing facilities of North Idaho College and to develop collaborative joint programs with North Idaho College faculty and staff.

2. PROJECT COMPONENTS

This facility will be approximately 20,000 gross square feet and will house classrooms and faculty and staff offices, along with ancillary support spaces. The preliminary cost estimate for the building is $6,420,800. The State provided $420,800 in FY09 funding to the University of Idaho to support initial programming and pre-design work. The initial programming and pre-design phase was initiated, however, it was placed in a hiatus status while the three institutions began discussion aimed at a revised conceptualization of the facility as a much smaller facility than that which was initially envisioned.

Once restarted, work products from the pre-design phase will include detailed program definition, site analysis and feasibility review, infrastructure needs and impacts, room data sheets, adjacency diagrams, and a refined project cost estimate.
For FY 2016, North Idaho College, Lewis Clark State College, and the University of Idaho are jointly requesting $4,000,000 from the state funding via the Permanent Building Fund to support completion of the design and construction documents for the facility. North Idaho College, Lewis Clark State College, and the University of Idaho will seek to jointly raise a total of $2,000,000 in gifted funds through their respective capital campaigns to complete the funding picture.

The facility will be designed and constructed in such a manner to support the potential future expansion of the building to accommodate additional academic programs and needs. Such additional program space would possibly include a tiered classroom, various breakout rooms, as well as reception and kitchen/dining services. The date of any such future expansion is yet to be determined and would be subject to further review and approval of the Board of Regents.

3. VACATED SPACE

North Idaho College and Lewis Clark State College expect to vacate a number of temporary modular facilities once the new facility is completed.
### CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

**Project Title:** Northern Idaho Collaborative Education Facility

**Building Statistics:**
- NASF: TBD
- GSF: 20,000
- Net to Gross: Target 75%

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Estimated Total Cost</th>
<th>Prior to Budget Year</th>
<th>1st Year FY16</th>
<th>2nd Year FY17</th>
<th>3rd Year FY18</th>
<th>4th Year FY19</th>
<th>5th Year FY20</th>
<th>6th Year FY21</th>
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<tr>
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<td>Construction Documents*</td>
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<td><strong>Asbestos Abatement Arch/Eng/Hygienist Fees</strong></td>
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<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tests, Permits, Fees, Etc.</strong></td>
<td>50,000</td>
<td>0</td>
<td>0</td>
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<td></td>
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</tr>
<tr>
<td><strong>SUBTOTAL ARCH. &amp; ENGR.</strong></td>
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<td>420,800</td>
<td>395,600</td>
<td>148,800</td>
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<tr>
<td><strong>Moving, Administration</strong></td>
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<td>8,500</td>
<td>10,900</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Asbestos Abatement</strong></td>
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<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Construction</strong>* (Preliminary Estimate)**</td>
<td>4,530,400</td>
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<td>4,530,400</td>
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<td><strong>Furnishings/Moveable Equipment</strong></td>
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<td></td>
<td>360,500</td>
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<td>455,500</td>
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<tr>
<td><strong>TOTAL PROJECT REQUEST</strong></td>
<td>6,420,800</td>
<td>420,800</td>
<td>494,100</td>
<td>5,505,900</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**SOURCE OF FUNDS:**

- Permanent Building Fund: 4,420,800
- General Education: 4,420,800
- Federal: 4,000,000
- Bond Sale: 0
- Bond Reserve: 0
- Parking Funds: 0
- Housing/Food Service Revenue: 0
- Other Funds, including Gifts (UI Funds): 2,000,000
- TOTAL: 6,420,800

**PROPOSED SOURCE OF OPERATING FUNDS** (if more than one source, please show relative percentages.)

- General Education

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* Includes Reimbursable Expenses
** Includes Fees for On-Site Observation
*** Preliminary Estimate (Inc. Const Contingency)
OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Research and Classroom Facility

Institution/Agency: University of Idaho

Brief Description:
The University of Idaho is currently in the process of the design and construction of the Integrated Research and Innovation Center (IRIC), a new research intensive facility comprised of sophisticated research laboratories to be located in the core of campus at the next of the College of Engineering, College of Science, College of Natural Resources and the College of Agricultural and Life Sciences. IRIC is to be completed in the fall of 2016, and it will be an exciting addition to the campus and to the university and carries with it the potential of driving the university’s research profile to new heights.

The character and nature of the IRIC facility is focused on high-performance, research intensive laboratories, core laboratories to be available to all research units and researchers campus wide, collaborative spaces, etc. Precisely because IRIC is to be such a high-performance facility, it does not contain much in the way of office space and there is to be no classroom space. Including such spaces in such a systems and utilities intensive facility would not be an efficient use of resources.

Accordingly then, there is a need to provide spaces such as offices for additional research units and departments, space for grant driven activities, spaces for computational research activities, classrooms, seminar spaces, etc., in a location convenient to IRIC. These spaces will support learning, computational research, dissemination and transfer of knowledge and information, and other related support activities that may be related to, or a result of, the research activities housed within the IRIC facility. The Research and Classroom Facility will be comprised of such spaces and is to be located to the immediate southeast of IRIC on the east side of the Line Street Pedestrian Mall on the main campus of the University of Idaho.

Project Scope:

<table>
<thead>
<tr>
<th>Building size</th>
<th>NASF</th>
<th>GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site and utility infrastructure</td>
<td>TBD</td>
<td>40,000</td>
</tr>
<tr>
<td>Furnishings, Fixtures and Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All project fees and related expenses, to include the demolition of the existing structure(s) on site.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Estimated Total Cost:
Source of Construction Funds (by fund source and amount):

<table>
<thead>
<tr>
<th>Total Project Cost Fund Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Building Fund</td>
<td>$8,000,000</td>
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<tr>
<td>Federal Funds</td>
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<td>Bond Funds</td>
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<td>Gifted Funds</td>
<td>$3,000,000</td>
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<table>
<thead>
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<table>
<thead>
<tr>
<th>Budget Year Request Fund Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Building Fund</td>
<td>$4,000,000</td>
</tr>
</tbody>
</table>

Date Approved by State Board of Education:
FY 2016 represents the first request for this facility.

1. PROJECT DESCRIPTION AND JUSTIFICATION
The University of Idaho has a need to design and construct a Research and Classroom Facility on an existing site to the immediate southeast of the Integrated Research and Innovation Center (IRIC) on the main campus of the University of Idaho in Moscow, Idaho. This site is located in the core of the research neighborhood of the campus, adjacent not only to the new IRIC facility, but also to the College of Engineering, College of Science, and College of Natural Resources. The College of Agricultural and Life Sciences will be one building to the west, separated by IRIC itself.

The general intent of the Research and Classroom Facility is to provide space for learning, computational research, dissemination and transfer of knowledge and information, and other related support activities that may be related to, or a result of, the research activities housed within the IRIC facility. Because the IRIC is a high-performance, systems-intensive research facility with a resultant high initial cost on a unit basis, it is a much wiser use of resources and a more efficient investment to provide spaces for learning, computational research, dissemination and transfer of knowledge and information, and other related support activities in an adjacent, less systems-intensive facility.

The Research and Classroom Facility is envisioned to house offices, and office suites, computational research space, classrooms and other support spaces in an approximately
40,000 square foot facility located at the intersection of the 7th Street and Line Street pedestrian malls on the Moscow campus. This location will allow the Research and Classroom Facility to not only support the activities and research generated within IRIC, but will also allow it to support other activities and research with the Colleges of Engineering, Science, Natural Resources, and Agricultural and Life Sciences. Further it will support activities and Research from the Office of Research and the various institutes, as well as providing additional classroom stock available for general education classroom use.

2. PROJECT COMPONENTS
The preferred site for this Research and Classroom Facility is on the east side of the Line Street Pedestrian Mall, a major north/south pedestrian circulation spine on campus, just down the hill from the Idaho Commons. A portion of the site is currently vacant, as the old 5kW electrical substation was on the site prior to its demolition a few years ago. The remainder of the site currently old the existing NAMEC facility. NAMEC is a wood framed, surplus WWII era building long slated for demolition and removal in the university’s Long Range Campus Development Plan (LRCDP). NAMEC is currently occupied by the Native American Education Center and by the College Assistance Migrant Program (CAMP). Both of these functions will require relocation to a site as yet to be determined. The site is further bounded by the College of Science Building to the east, the Food Research Center to the south and the 7th Street Pedestrian Mall and the college of Engineering to the north. The site is sloped south to north and offers the opportunity for views to the north.

As mentioned, the Research and Classroom Facility is envisioned to be 40,000 square feet, minimum. It is envisioned of phase 1 of a 2 phase effort. A second phase of an additional 40,000 square feet to the south is envisioned at a yet to be determined point in the future.

Spaces within the Research and Classroom Facility will include, but may not necessarily be limited to:

- faculty offices and office suites that allow for small scale departments and research institutes to be house together in a collaborative fashion;
- computational research spaces;
- collaborative, technology rich classroom, constructed along the model of spaces prototyped in Renfrew Hall and the Teaching and Learning Center by the University of Idaho in 2013;
- research collaboration spaces and seminar rooms;
- Graduate and Research Assistant spaces;
- and other specialty research and research support spaces as determined to be required.

The Research and Classroom Facility will be designed and constructed in such a manner to support the potential future expansion of the building to accommodate additional academic programs and needs. Such additional program space would possibly include a tiered classroom, various breakout rooms, as well as reception and kitchen/dining services. The date of any such future expansion is yet to be determined and would be subject to further review and approval of the Board of Regents.
3. ALTERNATIVES
Three alternatives have been studied to date.

Alternative 1: Include This Scope within the IRIC Facility Currently Under Design and Construction

This alternative would have entailed including many, more office, office suites, classrooms, seminar rooms, etc. within the scope of the Integrated Research and Innovation Center (IRIC) currently under design and construction and schedule to open in 2016. This alternative would have placed these spaces in a systems-intensive, high-performance facility. These spaces do not need to be in such a high-performance facility and placing them there would be an inefficient use of resources. The alternative also represents a poor choice in terms of opportunity costs as these spaces would by necessity would reduce the number and size of the research laboratories and core laboratories that could be constructed within IRIC. 40,000 sf of office, office suites, classrooms, seminar rooms, etc., as described herein, and added to the IRIC scope as currently in design, would create structure too large for the IRIC site.

In addition, the IRIC facility is a $49.7 mil effort, the largest single design and construction effort ever accomplished by the University of Idaho on a total dollars basis. Adding an additional scope of $24 mil would have created an untenable and infeasible project. The university rejected this alternative.

Alternative 2: Construct Separate, Dispersed Research and Classroom Spaces in existing Buildings

This alternative consists of an attempt to identify and construct the spaces as described herein in separate, exiting facilities dispersed across campus. The university simply does not have an existing stock of unused or underused space(s) to support this alternative. Space is at a premium on campus and existing programs are often forced into inadequate space. New programs are often denied space requested for their needs. Space is an extremely limited, and limiting, resource in the current campus environment. In addition, this approach does not readily support interdisciplinary interaction and collaboration. The university rejected this alternative.

Alternative 3: Construct a Research and Classroom Facility

This option would entail constructing a single facility adjacent to the site of the IRIC facility and within immediate adjacencies of the structures that comprise the research neighborhood in the core of the Moscow Campus. Overall project expenses are expected to be less under this approach since there will be only one site and construction of a single building allows elimination of unnecessary duplication of building systems. Placing these spaces in a less systems-intensive structure will also reduce costs. Combining these spaces in a single structure will also increase collaboration amongst research and research support units. This is the university's preferred alternative.

4. VACATED SPACE
In the main, the Research and Classroom Facility is envisioned as new space to satisfy both existing, pent-up needs that are currently insufficiently housed into inadequate conditions on a "make-do" basis, and to satisfy projected research needs and support needs generated by the IRIC facility to be opened in 2016. Accordingly, there is little to no vacant space generated by
this request. Space currently used for instructional laboratories and some research laboratories that may be vacated may be reused to meet additional laboratory space demand. Other prospective uses of vacated space may be for offices and specialized learning areas including computer laboratories, seminar areas, team and group rooms, etc.

As mentioned hereinbefore, however, the design and construction of the Research and Classroom Facility on the selected site will require the demolition and removal of the existing, wood-framed NAMEC building. NAMEC is in poor repair and it is a structure that is of an inefficient size which vastly under-utilizes the site. The NAMEC building is listed as a structure to be removed under the university's adopted Long Range Campus Development Plan (LRCDP). NAMEC is currently occupied by two units and those units will need to be deployed elsewhere on campus as a part of the development of the Research and Classroom Facility. One possible option to be considered is placing these units within the new Research and Classroom Facility, however, the final location for these units is yet to be determined.
SET A
PROJECT APPROVAL FORM

Project Title: Research and Classroom Facility

<table>
<thead>
<tr>
<th>CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY</th>
</tr>
</thead>
<tbody>
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<td>Building Statistics:</td>
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<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>6th Year</th>
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</thead>
<tbody>
<tr>
<td>Total Cost</td>
<td>FY16</td>
<td>FY17</td>
<td>FY18</td>
<td>FY19</td>
<td>FY20</td>
<td>FY21</td>
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</table>

<table>
<thead>
<tr>
<th>PROJECT SUMMARY:</th>
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</thead>
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<tr>
<td>A. Arch. &amp; Engr. (Project Planning &amp; Pre-Design)</td>
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<td>Schematic Design</td>
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<td>Construction Documents*</td>
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<td>Construction Supervision**</td>
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<td>B. Asbestos Abatement Arch/Eng/Hygienist Fees</td>
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<td>C. Tests, Permits, Fees, Etc.</td>
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</tr>
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<td>SUBTOTAL ARCH. &amp; ENGR.</td>
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<td>D. Moving, Administration</td>
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<td>E. Asbestos Abatement</td>
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<td>F. Construction*** (Preliminary Estimate)</td>
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<tr>
<td>H. Contingency (Project)</td>
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<td>TOTAL PROJECT REQUEST</td>
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<tr>
<th>SOURCE OF FUNDS:</th>
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<td>General Education</td>
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<tr>
<td>Bond Sale</td>
</tr>
<tr>
<td>Bond Reserve</td>
</tr>
<tr>
<td>Housing/Food Service Revenue</td>
</tr>
<tr>
<td>Other Funds, including Gifts (UI Funds)</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

| Utilities | TBD |
| Custodial | TBD |
| Repairs & Maintenance | TBD |

PROPOSED SOURCE OF OPERATING FUNDS (if more than one source, please show relative percentages.)

* Includes Reimbursable Expenses
** Includes Fees for On-Site Observation
*** Preliminary Estimate (Inc. Const Contingency)

General Education

July 2014
CAPITAL BUDGET REQUEST
FY 2016
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College
AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION,LOCATION: Northern Idaho Collaborative Education Facility

CONTACT PERSON: Chet Herbst
TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. The NICEF will be an approximately 20,000 square foot facility, configured to facilitate expansion in future phases, which will support LCSC, NIC, and UI programs on the NIC campus in Coeur d'Alene (CdA). The facility will provide shared classrooms, offices, and common service areas to support students from all three institutions. This is a joint request by LCSC, UI, and NIC, carrying forward preliminary design work on the joint facility which was initiated under UI Project #09-254. The estimated $6,000,000 cost of this project would be covered by $2,000,000 in Agency funds and $4,000,000 in PBF dollars. NIC has already made substantial investments using Agency funds to prepare the site on which the joint NICEF structure will be located.

(B) What is the existing program and how will it be improved? LCSC programs in CdA (serving approximately 500 students) are being delivered from leased space in Harbor Center (a converted restaurant located north of the NIC campus) and from leased classrooms above the NIC library. Instruction and student support service delivery is fragmented. Student services are delivered at multiple, separate locations, including some locations remote from the center of student activity on the NIC campus. The proposed joint facility will enable the three institutions to pool resources efficiently and provide "one stop" service to LCSC, UI, and NIC students, with consolidated staff support in a single, optimal location. The joint facility will accommodate LCSC's growing enrollment in the region in a collaborative facility which will support community college, baccalaureate, and graduate training throughout Northern Idaho.

(C) What will be the impact on your operating budget? Consolidation of services within the proposed joint facility will create economies of scale to more efficiently support instruction. Approval of the joint project would obviate the need for separate facilities in the area for LCSC, UI, and NIC, which, if pursued separately, would have combined costs far in excess of the cost of the proposed joint facility.
(D) **What are the consequences if this project is not funded?** The existing, temporary facilities for LCSC students in CdA cannot continue to meet the growing demand for student programs in the area. Without new infrastructure, access to higher education in the area would have to be capped or curtailed. This collaborative joint project—the first of its type among the three participating institutions—would be a highly effective and efficient use of Permanent Building Fund (as well as Agency) dollars, avoiding expenditures for separate, duplicative facilities.

<table>
<thead>
<tr>
<th>ESTIMATED BUDGET: [See University of Idaho PBF request for joint facility budget]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
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<tr>
<td>PBF</td>
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<td>Federal Funds</td>
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<td>Total</td>
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</tbody>
</table>

Agency Head Signature:  

Date: 6-27-14
PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. This project would upgrade classroom, conference, and office spaces in Spalding Hall. Upgrades would include energy-efficient windows and doors, improved lighting, flooring repairs, re-carpeting, and HVAC and electrical improvements.

(B) What is the existing program and how will it be improved? Spalding Hall supports the faculty, staff, and students of three LCSC instructional divisions: Education and Kinesiology, Humanities, and Social Sciences. The offices of the Dean of Academic Programs are also located within the building. The 20,000 square foot facility was built in 1924 and has not been remodeled since 1977, when localized repairs were necessary after a fire in the basement. The roof of the building was previously replaced through a separate DPW project (#13-151). Under the proposed project for FY2016, installation of energy-efficient windows and doors, hanging ceilings, carpet replacement, whiteboards, projection equipment, HVAC, and electrical/lighting improvements will restore this antiquated, inefficient building so that it can adequately support academic operations.

(C) What will be the impact on your operating budget? Upgrade of the facility will increase energy efficiency and support increased productivity for the users of the building. The proposed upgrades should not result in increased ongoing operating costs for the facility.

(D) What are the consequences if this project is not funded? The modest improvements proposed as part of this project would enable the College to provide a safe and efficient environment for students and staff while avoiding the costs which would be incurred if the facility were to be demolished and replaced with a new fully-functional building.
[Spalding Hall upgrade, continued.]

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Land</td>
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<tr>
<td>F F &amp; E</td>
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Agency Head Signature: 

Date: 6-27-14
CAPITAL BUDGET REQUEST
FY 2016
Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: North Idaho College
AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: North Idaho Collaborative Education Facility

CONTACT PERSON: Sarah Garcia
TELEPHONE: 208-769-3340

PROJECT JUSTIFICATION:
(A) Concisely describe what the project is. The NICEF will be an approximately 20,000 sq. ft. facility, configured to facilitate expansion in future phases, which will support NIC, LCSC and UI programs on the NIC campus in Coeur d'Alene (Cd'A). The facility will provide shared classrooms, offices, and common service areas to support students from all three institutions. This is a joint request by NIC, LCSC, and UI, carrying forward preliminary design work on the joint facility which was initiated under UI Project #09-254. The estimated $6,000,000 cost of this project would be covered by $2,000,000 in Agency funds and $4,000,000 in PBF dollars. NIC has already made substantial investments using Agency funds to prepare the site on which the joint NICEF structure will be located.

(B) What is the existing program and how will it be improved? The joint facility will enable the three institutions to pool resources efficiently and provide "one stop" service to LCSC, UI, and NIC students, with consolidated staff support in a single, optimal location. The joint facility will accommodate LCSC's growing enrollment in the region in a collaborative facility which will support community college, baccalaureate, and graduate training throughout Northern Idaho.

(C) What will be the impact on your operating budget? Consolidation of services within the proposed joint facility will create economies of scale to more efficiently support instruction. Approval of the joint project would obviate the need for separate facilities in the area for LCSC, UI and NIC, which, if pursued separately, would have combined costs far in excess of the cost of the proposed joint facility.

(D) What are the consequences if this project is not funded? Without new infrastructure, access to higher education in the area would have to be capped or curtailed. This collaborative joint project – the first of its type among the three participating institutions – would be a highly effective and efficient use of the Permanent Building Fund (as well as Agency) dollars, avoiding expenditures for separate, duplicative facilities.

ESTIMATED BUDGET: (See UI PBF request) $

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Agency Head Signature:  
Date: 07/02/14
CAPITAL BUDGET REQUEST
FY 2016
Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: North Idaho College  AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Professional Technical Building

CONTACT PERSON: Sarah Garcia  TELEPHONE: 208-769-3340

PROJECT JUSTIFICATION:
(A) Concisely describe what the project is. To construct a new Professional Technical Building to create additional space for existing programs, expansion of new professional technical education programs, and to partner with local school districts to provide facilities to support their professional technical education programs as well.

(B) What is the existing program and how will it be improved? Currently there are business and professional programs, health professions and trades an industry programs. These programs are near capacity with 12% of the student body enrolled in those programs. Nationally, 40% or more enrollments would be in these programs. Construction of this facility would expand professional technical education opportunities, keep up with rapid changes in technology, and increase student enrollments.

(C) What will be the impact on your operating budget? Would increase in the areas of staffing, utilities and maintenance costs.

(D) What are the consequences if this project is not funded? In coming and continuing students, local businesses and industries, and local public school districts would not be able to rely on NIC to provide expanded programs or enrollments.

ESTIMATED BUDGET:

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FUNDING:

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Agency Head Signature: [Signature]

Date: 7/2/14
CAPITAL BUDGET REQUEST
FY 2016
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: College of Western Idaho  AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Health Sciences Building / Nampa Campus

CONTACT PERSON: Craig Brown  TELEPHONE: 562-3279

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
New 80,072 square ft. health sciences building. Existing CWI programs to be housed in this building include: dental assisting, surgical technician, nursing (Associate and assistant), paramedic, etc. Will include biology/chemistry laboratories, classrooms, study and common areas for students, and faculty offices.

(B) What is the existing program and how will it be improved?
Currently, CWI has health science programs and course offerings spread across the two-county area. There is a strong need to consolidate courses and programs to allow students and faculty to focus their efforts, and to be in synergy with local health care providers. This will allow for more effective use of clinical sites.

(C) What will be the impact on your operating budget?
Impact will be additional utility, custodial and maintenance costs. CWI will request Occupancy Costs through a future State Board of Education and Governor/Legislative process, but will be prepared to use existing tuition revenue to maintain the new facility, if needed.

(D) What are the consequences if this project is not funded?
CWI would continue to offer health science and related courses at a variety of campus and center locations spread across Ada and Canyon Counties.

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<th>ESTIMATED BUDGET:</th>
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$0
$2,680,000
$26,800,000
$1,340,000
$4,020,000
$0
$34,840,000
$34,840,000

Agency Head Signature: [Signature]

Date: 6/25/14

DPW 1.0 4/14
CAPITAL BUDGET REQUEST
FY 2016
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: College of Western Idaho
AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Student Center Building / Nampa Campus

CONTACT PERSON: Craig Brown
TELEPHONE: 562-3279

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
The Student Center Building will be located on the CWI Nampa campus and will establish a campus core focal point as outlined in the campus master plan. Completed programming reflects a 160K sf. building that includes key services and functions including; Student Services and Resource Center, Library/ Learning Commons, Food Service, Culinary Arts Center, Retail Services including Bookstore and Conference/ Commons spaces.

(B) What is the existing program and how will it be improved?
The Nampa campus currently lacks services and programs which are needed to serve a rapidly growing student population. The existing library and bookstore are not on campus and are undersized for the student population served. The Culinary Arts program is currently located on the BSU campus and would be relocated and expanded to support food service and convention center activities.

(C) What will be the impact on your operating budget?
Additional operating costs will be incurred related to utilities and maintenance. Some costs will be offset through relocation of some services and programs including the Culinary Arts program from BSU which will eliminate rent. Additionally, some revenue would be generated to support operations of the facility through retail and convention services.

(D) What are the consequences if this project is not funded?
A Dormitory Commission has been established and will provide a portion of funding as reflected under Agency Funds. If the balance is not funded, additional student fee funding may have to occur and it is likely the timing of the project would be delayed. The project scope would be impacted and might include not providing some services. Additionally, relocating the Culinary Arts program from BSU would not occur as planned.
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<th>ESTIMATED BUDGET:</th>
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Agency Head Signature: [Signature]

Date: 6/25/14
SUBJECT
University National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores

BACKGROUND/DISCUSSION
The APR is determined by using the eligibility and retention for each student-athlete on scholarship during a particular academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The APR is calculated by taking the number of possible points and dividing that number by the total number of points earned from retention and eligibility over the same period of time.

The NCAA instituted the APR requirements beginning in the 2003-04 academic year. Since Fall 2007, the APR has been calculated based on four years of data. The most current year's data is added and the oldest year is removed to create a four-year rolling rate. The benchmark minimum score for each sport is 930.

IMPACT
Contemporaneous financial aid penalties can be applied if an athletic team's APR score is below 930. Teams that fall under the contemporaneous penalties risk the loss of future scholarships.

This is the eighth year institutions will be subject to historically based penalties. In the first stage of that structure, teams with APRs below 900 receive a public warning. If those same teams continue to fall below the 900 cut score, they will be subject to a variety of playing and practice season restrictions, based on a formula that includes a measurement of the team’s improvement over the last several years.

After public warnings, penalties become progressively more severe, culminating in banning teams from postseason play.

ATTACHMENTS
Institution narrative and NCAA 2012 – 2013 Academic Progress Rates
Boise State University APR Report   Page 3
Idaho State University APR Report   Page 9
University of Idaho APR Report     Page 15
STAFF COMMENTS AND RECOMMENDATIONS
Each institution provided a statement regarding APR and how the NCAA requirement affects the institution. Following the statement from each institution are the NCAA APR sheets for all sports at that institution.

Continuing to increase the incentive for academic achievement will help place a higher priority on the life-learning needs of the student-athletes.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
Nine Boise State athletic teams posted perfect single-year Academic Progress Rate (APR) scores, and four Bronco programs ranked at the top of the Mountain West (MW) in multi-year scores in the most recent release by the NCAA.

The Boise State men's cross country, men's golf, men's tennis, softball, soccer, swimming and diving, volleyball, women's golf and women's tennis programs each recorded perfect single-year scores of 1,000 for the 2012-13 year.

For men's cross country, volleyball and women's golf, this marks the third-straight year the programs have achieved perfect scores. Men's tennis, softball, soccer and women's tennis have recorded perfect scores in each of the last two years.

The Broncos' swimming and diving program (991) led the MW, while the football (988), softball (983) and women's golf (1,000) teams tied for the league high. Additionally, the football team ranked tied for fourth-nationally, and the women's golf team ranked tied for first-nationally.

Boise State's football and women's golf teams each earned Public Recognition Awards for having multi-year APR scores in the top-10 percent of their respective sports nationally. The football team is one of only five programs nationally to receive a Public Recognition Award in each of the last four years (Clemson, Duke, Northwestern and Rutgers). The award was the first for the Broncos' women's golf team.
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This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2009-10, 2010-11, 2011-12 and 2012-13 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within All Divisions</th>
<th>All Division</th>
<th>Subdivision 1</th>
<th>Subdivision 2</th>
<th>Subdivision 3</th>
<th>Subdivision 4</th>
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<tbody>
<tr>
<td>Baseball (297)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>967</td>
<td>962</td>
<td>978</td>
<td>971</td>
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<tr>
<td>Basketball (346)</td>
<td>941</td>
<td>962</td>
<td>20th-30th</td>
<td>1st-10th</td>
<td>957</td>
<td>952</td>
<td>968</td>
<td>961</td>
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<tr>
<td>Cross Country</td>
<td>981</td>
<td>1000</td>
<td>40th-50th</td>
<td>40th-50th</td>
<td>977</td>
<td>972</td>
<td>986</td>
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<tr>
<td>Football (244)</td>
<td>988</td>
<td>980</td>
<td>90th-100th</td>
<td>60th-70th</td>
<td>951</td>
<td>947</td>
<td>964</td>
<td>957</td>
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* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of teams represented.

1 Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

2 Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

3 Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

4 Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

5 Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

6 Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

7 Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

8 Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

9 Denotes that team's APR data is under review.

10 Denotes that team's APR data is under review.
## 2012 - 2013 NCAA Division I Academic Progress Rate
### Public Report

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multiyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within All Division I APR</th>
<th>All Division I Institutions</th>
<th>Private Institutions</th>
<th>Football Bowl Subdivision</th>
<th>Football Championship Subdivision</th>
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<td>10th-20th</td>
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<td>989</td>
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<td>989</td>
<td>985</td>
<td>992</td>
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### 2012 - 2013 NCAA Division I Academic Progress Rate

**Public Report**

**Institution:** Boise State University  
**Date of Report:** 05/06/2014

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multiyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within Sports</th>
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<th>Football Bowl Subdivision</th>
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## 2012 - 2013 NCAA Division I Academic Progress Rate
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<th>Multiyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank (within Sport)</th>
<th>Percentile Rank (within Subdivision)</th>
<th>All Division I Institutions</th>
<th>Public Institutions</th>
<th>Football Subdivision</th>
<th>Bowl Subdivision</th>
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<td>978</td>
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</tr>
<tr>
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<td>80th-90th</td>
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<td>978</td>
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<td>976</td>
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<td>987</td>
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Idaho State University
Spring 2014 NCAA Academic Progress Rate (APR) Report Summary

The 2012-13 one year score for the whole department was the second highest ever at 963. The 963 score was down 20 points from the 2011-12 score of 983. The one year Eligibility score was the second highest ever for the department with a score of 972 (record is 974 in 2011-12 school year) and the one year Retention score was the second highest ever for the department with a score of 964 (record is 965 in 2011-12 school year).

The 2012-13 four-year average for the whole department was the highest ever at 963 up from last year’s record of 950.

- 6 of ISU’s 15 teams scored a perfect 1000
  - Women’s Golf had their fourth perfect 1000 single-year score in the last 4 years and their 5th in the last 6 years. This propelled their four-year average up to a 1000.
  - Men’s Basketball had their highest score ever and a perfect 1000 for the first time ever.
  - Women’s Cross Country (WCC) had their 4th 1000 in the history of APR and the second in 4 years. With the bonus point earned, WCC actually had a one year score of 1016.
  - Softball had their highest score ever and a perfect 1000 for the first time ever. This score propelled them above a 930 for the four year score for the first time ever
  - Women’s Soccer had their highest score ever and a perfect 1000 for the first time ever. The four year score of 981 is the highest ever for women’s soccer.
  - Women’s Tennis had their 4th 1000 in history which propelled them to the highest four year score in their history at 972.

- Football had a one year score of 975 (the 2nd highest ever for Football) and saw their 4 year score go above 930 for the first time ever. The four year score for football is now a 941 which is a record for Football.
- Women’s Basketball had their second highest single year score ever at a 983 which propelled their four year score to a record 976.
- Both Women’s Indoor and Outdoor track had their highest one year scores at 994 for both. This beat their previous records of 992 in the 2006-07 school year. The four year score for Women’s Indoor Track is the highest ever at 972 while the four year score for Women’s Outdoor Track is also the highest ever at 975.
- Of the teams on the ISU campus, only Men’s Basketball (918) has 4 year scores below the 930 mark. All teams at Idaho State are above the 900 score mark.
- 8 teams made 1 year improvements from the year before (Men’s Basketball, Men’s Tennis, Women’s Cross Country, Softball, Soccer, Women’s Tennis, Women’s Track Indoor and Women’s Track Outdoor)
• 11 Teams Made 4 year improvements from the year before. (Men’s Basketball, Football, Women’s Basketball, Women’s Cross Country, Women’s Golf, Women’s Soccer, Softball, Women’s Tennis, Women’s Track Indoor, Women’s Track Outdoor, Volleyball)

• 6 teams saw a decrease in their 1 year scores (Men’s Cross Country, Football, Men’s Track Indoor, Men’s Track Outdoor, Women’s Basketball, Volleyball)

• 4 teams saw a decrease in their 4 year scores (Men’s Cross Country, Men’s Tennis, Men’s Track Indoor, Men’s Track Outdoor)
2012 - 2013 NCAA Division I Academic Progress Rate
Public Report

Institution: Idaho State University
Date of Report: 05/06/2014

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2009-10, 2010-11, 2011-12 and 2012-13 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act’s (FERPA’s) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multiyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within All</th>
<th>A'1 Division I Institutions</th>
<th>Private Institutions</th>
<th>Football Subdivision</th>
<th>Bowl Subdivision</th>
<th>Football Championship</th>
<th>Division I (Non-Football)</th>
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<tr>
<td>Baseball (297)</td>
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<tr>
<td>Football (244)</td>
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9 Denotes that team's APR data is under review.

**By Sport - Women's**

---

**BAHR - SECTION II**
## 2012 - 2013 NCAA Division I Academic Progress Rate

### Public Report

**Institution:** Idaho State University  
**Date of Report:** 05/06/2014

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multiyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank within Teams</th>
<th>Percentile Rank within All</th>
<th>Academic Progress Rate</th>
<th>Private Institution</th>
<th>Football Subdivision I</th>
<th>Football Subdivision II</th>
<th>Football Subdivision</th>
<th>Division I (Non-Football)</th>
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<tr>
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<tr>
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<td>Soccer (322)</td>
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<td>980</td>
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<td>988</td>
<td>983</td>
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<td>979</td>
</tr>
<tr>
<td>Swimming (196)</td>
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<td>NA</td>
<td>987</td>
<td>985</td>
<td>990</td>
<td>988</td>
<td>986</td>
<td>987</td>
</tr>
<tr>
<td>Tennis (321)</td>
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<td>20th-30th</td>
<td>30th-40th</td>
<td>983</td>
<td>980</td>
<td>988</td>
<td>985</td>
<td>980</td>
<td>984</td>
</tr>
</tbody>
</table>

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12. Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

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# 2012 - 2013 NCAA Division I Academic Progress Rate
## Public Report

Institution: Idaho State University  
Date of Report: 05/06/2014

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multiyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within All Sports</th>
<th>All-Division I Publicly Funded Institutions</th>
<th>All-Division I Private Institutions</th>
<th>Football Bowl Subdivision</th>
<th>Football Championship</th>
<th>Division I (Non-Football)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track, Indoor (316)</td>
<td>972 975</td>
<td>994</td>
<td>30th-40th</td>
<td>30th-40th</td>
<td>978</td>
<td>974</td>
<td>983</td>
<td>979</td>
<td>977</td>
</tr>
<tr>
<td>Track, Outdoor (324)</td>
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<td>978</td>
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<td>980</td>
<td>975</td>
<td>989</td>
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<td>978</td>
</tr>
<tr>
<td>Volleyball (329)</td>
<td>990</td>
<td>962</td>
<td>50th-60th</td>
<td>60th-70th</td>
<td>982</td>
<td>978</td>
<td>991</td>
<td>984</td>
<td>979</td>
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<tr>
<td>Water Polo (33)</td>
<td>NA</td>
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<td>NA</td>
<td>NA</td>
<td>983</td>
<td>976</td>
<td>991</td>
<td>987</td>
<td>983</td>
</tr>
<tr>
<td>Rifle (22)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>976</td>
<td>977</td>
<td>964</td>
<td>982</td>
<td>963</td>
</tr>
</tbody>
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University of Idaho
Spring 2014 NCAA Academic Progress Rate (APR) Report Summary

The University of Idaho sponsors 16 NCAA sports and of those, 14 currently maintain a 4-year average of at least 940. Football and Men’s Golf are the only sports below 940. Football has a 901 four-year average which is an 18-point decrease from the prior four-year average. Men’s Golf has a four-year average of 930. That number has increased 14 points from the previous four-year average.

- Idaho’s average APR score, by sport, is 958.73. That is a decrease of 2.58 points compared to the prior four-year average.
- The decrease in the Football APR score was the result of losing a score in the 900+ range from 2008-09 which was replaced with an 800+ score in 2012-13. The drop in scores was a combination of lost retention points associated with a coaching staff change. The coaching staff also chose to remove several athletes for disciplinary reasons or who were not performing academically. The administration supported these decisions. Coach Petrino is recruiting quality students and is dedicated to the academic success of his student-athletes. He is working diligently along with Athletic Academic Services to develop stronger study skills and encourage better academic performance. The team is projected to attain a 960 single year APR for 2013-14.
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This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2009-10, 2010-11, 2011-12 and 2012-13 academic years.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multiyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within All</th>
<th>Division I Public Institutions</th>
<th>Private Institutions</th>
<th>Football Subdivision</th>
<th>Bowl Championship</th>
<th>Division I (Non-Football)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball (297)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>967</td>
<td>962</td>
<td>978</td>
<td>971</td>
<td>967</td>
</tr>
<tr>
<td>Basketball (346)</td>
<td>944</td>
<td>1000</td>
<td>20th-30th</td>
<td>1st-10th</td>
<td>957</td>
<td>952</td>
<td>968</td>
<td>961</td>
<td>955</td>
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<tr>
<td>Cross Country</td>
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<td>875</td>
<td>1st-10th</td>
<td>1st-10th</td>
<td>977</td>
<td>972</td>
<td>986</td>
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<td>(312)</td>
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<td></td>
<td></td>
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<tr>
<td>Football (244)</td>
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<td>947</td>
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<td>947</td>
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</tbody>
</table>

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# 2012 - 2013 NCAA Division I Academic Progress Rate
## Public Report

**Institution:** University of Idaho  
**Date of Report:** 05/06/2014

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multiyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within All</th>
<th>All Division I</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Football Subdivision</th>
<th>Bowl</th>
<th>Football Subdivision</th>
<th>Championship</th>
<th>Division I (Non-Football)</th>
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<td>981</td>
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<tr>
<td>Track, Outdoor (279)</td>
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<td>10th-20th</td>
<td>969</td>
<td>964</td>
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<td>971</td>
<td>969</td>
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<td>Water Polo (22)</td>
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<td>967</td>
<td>960</td>
<td>956</td>
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## 2012 - 2013 NCAA Division I Academic Progress Rate
### Public Report

**Institution:** University of Idaho  
**Date of Report:** 05/06/2014

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multiyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within All Division I</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball (344)</td>
<td>938</td>
<td>929</td>
<td>1st-10th</td>
<td>1st-10th</td>
<td>973</td>
<td>968</td>
<td>983</td>
<td>973</td>
<td>974</td>
<td>973</td>
<td>973</td>
</tr>
<tr>
<td>Bowling (34)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Cross Country</td>
<td>971</td>
<td>933</td>
<td>10th-20th</td>
<td>30th-40th</td>
<td>985</td>
<td>982</td>
<td>991</td>
<td>985</td>
<td>984</td>
<td>984</td>
<td>984</td>
</tr>
<tr>
<td>Fencing (22)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>987</td>
<td>980</td>
<td>990</td>
<td>983</td>
<td>992</td>
<td>992</td>
<td>986</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>988</td>
<td>985</td>
<td>990</td>
<td>986</td>
<td>991</td>
<td>991</td>
<td>984</td>
</tr>
<tr>
<td>Golf (261)</td>
<td>984</td>
<td>1000</td>
<td>30th-40th</td>
<td>50th-60th</td>
<td>985</td>
<td>983</td>
<td>991</td>
<td>989</td>
<td>983</td>
<td>983</td>
<td>981</td>
</tr>
<tr>
<td>Gymnastics (61)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>990</td>
<td>991</td>
<td>990</td>
<td>991</td>
<td>992</td>
<td>992</td>
<td>985</td>
</tr>
<tr>
<td>Ice Hockey (35)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>990</td>
<td>987</td>
<td>991</td>
<td>990</td>
<td>992</td>
<td>992</td>
<td>989</td>
</tr>
<tr>
<td>Lacrosse (100)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>986</td>
<td>981</td>
<td>989</td>
<td>990</td>
<td>987</td>
<td>987</td>
<td>982</td>
</tr>
<tr>
<td>Rowing (88)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>988</td>
<td>986</td>
<td>989</td>
<td>986</td>
<td>991</td>
<td>991</td>
<td>985</td>
</tr>
<tr>
<td>Skiing (12)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>990</td>
<td>988</td>
<td>993</td>
<td>983</td>
<td>993</td>
<td>993</td>
<td>995</td>
</tr>
<tr>
<td>Soccer (322)</td>
<td>982</td>
<td>989</td>
<td>40th-50th</td>
<td>50th-60th</td>
<td>982</td>
<td>980</td>
<td>987</td>
<td>984</td>
<td>981</td>
<td>981</td>
<td>982</td>
</tr>
<tr>
<td>Softball (290)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>980</td>
<td>976</td>
<td>988</td>
<td>983</td>
<td>977</td>
<td>977</td>
<td>979</td>
</tr>
<tr>
<td>Swimming (196)</td>
<td>966</td>
<td>963</td>
<td>1st-10th</td>
<td>20th-30th</td>
<td>987</td>
<td>985</td>
<td>990</td>
<td>988</td>
<td>986</td>
<td>986</td>
<td>987</td>
</tr>
</tbody>
</table>

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2012 - 2013 NCAA Division I Academic Progress Rate
Public Report

Institution: University of Idaho

Date of Report: 05/06/2014

<table>
<thead>
<tr>
<th>Sport (N)</th>
<th>Multiyear APR</th>
<th>2012-2013 APR</th>
<th>Percentile Rank within Sport</th>
<th>Percentile Rank within All Division I</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Football Bowl Subdivision</th>
<th>Football Championship Subdivision</th>
<th>Division I (Non-Football)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennis (321)</td>
<td>960</td>
<td>933</td>
<td>10th-20th</td>
<td>20th-30th</td>
<td>983</td>
<td>980</td>
<td>988</td>
<td>985</td>
<td>980</td>
</tr>
<tr>
<td>Track, Indoor</td>
<td>959</td>
<td>940</td>
<td>10th-20th</td>
<td>20th-30th</td>
<td>978</td>
<td>974</td>
<td>988</td>
<td>979</td>
<td>977</td>
</tr>
<tr>
<td>Track, Outdoor</td>
<td>959</td>
<td>940</td>
<td>10th-20th</td>
<td>20th-30th</td>
<td>980</td>
<td>975</td>
<td>989</td>
<td>980</td>
<td>978</td>
</tr>
<tr>
<td>Volleyball (329)</td>
<td>970</td>
<td>926</td>
<td>10th-20th</td>
<td>30th-40th</td>
<td>982</td>
<td>978</td>
<td>991</td>
<td>984</td>
<td>979</td>
</tr>
<tr>
<td>Water Polo (33)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>983</td>
<td>976</td>
<td>991</td>
<td>987</td>
<td>983</td>
</tr>
</tbody>
</table>

By Sport - Co-Ed

| Rifle (22)      | NA             | NA             | NA                         | NA                                  | 976                 | 977                   | 964                         | 982                              | 963                      | NA                       |

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9 Denotes that team is not subject to penalties based on institutional resources.

10 Denotes APR that does not subject the team to penalties based on the low resource APR limit of 910.
This report is based on data submitted by the institution for the 2009-10, 2010-11, 2011-12 and 2012-13 academic years.

Access to Postseason Competition for the 2014 - 2015 Academic Year

The following teams at your institution are ineligible for postseason competition.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Multiyear APR</th>
<th>Penalty Level</th>
<th>Penalty - Level One</th>
<th>Penalty - Level Two</th>
<th>Penalty - Level Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>901</td>
<td>Level One</td>
<td>In-season: Limited to 5 days and 16 hours of countable activity per week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.
2. The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
3. Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team’s Graduation Success Rate.
4. Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team’s Graduation Success Rate.
5. The team’s Level One penalty has been waived.
6. The team’s Level Two penalty has been waived.
7. The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
8. The team’s Postseason ineligibility has been waived.
9. The team’s penalty waiver request is pending.
10. Denotes that team’s APR data is under review.
SUBJECT
Board policy V.E. – Gifts & Affiliated Foundations – first reading

APPLICABLE STATUTES, RULE OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections V.E.

BACKGROUND / DISCUSSION
Several universities are developing proposals for research foundations. However, “technology transfer organizations” are specifically excluded from Board policy V.E. on governance and formation of affiliated foundations. As such, there is no extant Board policy governing research and/or technology transfer affiliated entities. Board staff, in consultation with institution counsel, has determined that Board policy V.E. can simply be amended to facilitate the inclusion of research foundations and technology transfer organizations under the existing policy on foundations.

IMPACT
The requirement for a Board-approved foundation operating agreement under current policy would apply to research and technology transfer foundations, including review and re-approval of said agreements every three years.

ATTACHMENTS
Attachment 1 – Board policy V.E. – first reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Board staff provided the institutions’ general counsel and vice president for research ample opportunity to review and comment on the proposed amendments. The consensus is that using the existing framework for governance of affiliated foundations is the most straightforward approach. This will provide the Board with the appropriate level of oversight while providing the institutions flexibility to develop research or tech transfer foundations to meet their own unique needs.

Staff recommends approval.

BOARD ACTION
I move to approve the first reading of proposed amendments to Board Policy V.E. Gifts & Affiliated Foundations, as presented in Attachment 1.

Moved by________________ Seconded by________________ Carried Yes____ No____
1. Purpose of the Policy

a. The Board recognizes the importance of voluntary private support and encourages grants and contributions for the benefit of the institutions and agencies under its governance. Private support for public education is an accepted and firmly established practice throughout the United States. Tax-exempt foundations are one means of providing this valuable support to help the institutions and agencies under the Board’s governance raise money through private contributions. Foundations are separate, legal entities, tax-exempt under Section 501(c) of the United States Internal Revenue Code of 1986, as amended, associated with the institutions and agencies under the Board’s governance. Foundations are established for the purpose of raising, receiving, holding, and/or using funds from the private sector for charitable, scientific, cultural, educational, athletic, or related endeavors that support, enrich, and improve the institutions or agencies. The Board wishes to encourage a broad base of support from many sources, particularly increased levels of voluntary support. To achieve this goal, the Board will cooperate in every way possible with the work and mission of recognized affiliated foundations.

b. The Board recognizes that foundations:

i. Provide an opportunity for private individuals and organizations to contribute to the institutions and agencies under the Board’s governance with the assurance that the benefits of their gifts supplement, not supplant, state appropriations to the institutions and agencies;

ii. Provide assurance to donors that their contributions will be received, distributed, and utilized as requested for specified purposes, to the extent legally permissible, and that donor records will be kept confidential to the extent requested by the donor and as allowed by law;

iii. Provide an instrument through which alumni and community leaders can help strengthen the institutions and agencies through participation in the solicitation, management, and distribution of private gifts; and

iv. Aid and assist the Board in attaining its approved educational, research, public service, student loan and financial assistance, alumni relations, and financial development program objectives.

c. The Board, aware of the value of tax-exempt foundations to the well being of the institutions and agencies under the Board’s governance, adopts this policy with the following objectives:
i. To preserve and encourage the operation of recognized foundations associated with the institutions and agencies under the Board’s governance; and

ii. To ensure that the institutions and agencies under the Board’s governance work with their respective affiliated foundations to make certain that business is conducted responsibly and according to applicable laws, rules, regulations, and policies, and that such foundations fulfill their obligations to contributors, to those who benefit from their programs, and to the general public.

2. Institutional Foundations

The foregoing provisions are designed to promote and strengthen the operations of foundations that have been, and may be, established for the benefit of the public colleges and universities in Idaho. The intent of this policy is to describe general principles that will govern institutional relationships with their affiliated foundations. It is intended that a more detailed and specific description of the particular relationship between an institution and its affiliated foundation will be developed and committed to a written operating agreement, which must be approved by the Board. Technology transfer organizations, including the Idaho Research Foundation, are not subject to this policy. For application of this policy to affiliated research foundations and technology transfer organizations, including the Idaho Research Foundation, see paragraph 6 below.

a. Board Recognition of Affiliated Foundations

i. The Board may recognize an entity as an affiliated foundation if it meets and maintains the requirements of this policy. The chief executive officer of each institution must ensure that any affiliated foundation recognized by the Board ascribes to these policies. The Board acknowledges that it cannot and should not have direct control over affiliated foundations. These foundations must be governed separately to protect their private, independent status. However, because the Board is responsible for ensuring the integrity and reputation of the institutions and their campuses and programs, the Board must be assured that any affiliated foundation adheres to sound business practices and ethical standards appropriate to such organizations in order to assure the public that the foundation is conducting its mission with honesty and integrity.

ii. Upon the effective date of this policy, the institution chief executive officer shall provide a list of current affiliated foundations and an implementation plan to bring each foundation before the Board to be formally recognized as a nonprofit corporation or affiliated foundation to benefit a public college or university in Idaho, for one or more of the purposes previously described in this policy. Each foundation shall be brought into substantial conformance
with these policies and, upon so doing, the institution shall provide prompt notice to the Board in order that the Board may recognize the affiliated foundation. Upon recognition by the Board, the organization of the nonprofit corporation or foundation is ratified, validated, and confirmed, and it shall be deemed to have been organized as if its organization had taken place under authority of this policy. Likewise, any new foundations established subsequent to implementation of this policy must be brought to the Board for formal recognition before such foundation begins operations.

b. General Provisions Applicable to all Affiliated Foundations recognized by the Board

i. All private support of an institution not provided directly to such institution shall be through a recognized affiliated foundation. While an institution may accept gifts made directly to the institution or directly to the Board, absent unique circumstances making a direct gift to the institution more appropriate, donors shall be requested to make gifts to affiliated foundations.

ii. Each affiliated foundation shall operate as an Idaho nonprofit corporation that is legally separate from the institution and is recognized as a 501(c)(3) public charity by the Internal Revenue Service. The management and control of a foundation shall rest with its governing board. All correspondence, solicitations, activities, and advertisements concerning a particular foundation shall be clearly discernible as from that foundation, and not the institution.

iii. The institutions and foundations are independent entities and neither will be liable for any of the other’s contracts, torts, or other acts or omissions, or those of the other’s trustees, directors, officers, members, or staff.

iv. It is the responsibility of the foundation to support the institution at all times in a cooperative, ethical, and collaborative manner; to engage in activities in support of the institution; and, where appropriate, to assist in securing resources, to administer assets and property in accordance with donor intent, and to manage its assets and resources.

v. Foundation funds shall be kept separate from institution funds. No institutional funds, assets, or liabilities may be transferred directly or indirectly to a foundation without the prior approval of the Board except as provided herein. Funds may be transferred from an institution to a foundation without prior Board approval when:

1) A donor inadvertently directs a contribution to an institution that is intended for the foundation. If an affiliated foundation is the intended
recipient of funds made payable to the Board or to an institution, then such funds may be deposited with or transferred to the affiliated foundation, provided that accompanying documents demonstrate that the foundation is the intended recipient. Otherwise, the funds shall be deposited in an institutional account, and Board approval will be required prior to transfer to an affiliated foundation; or

2) The institution has gift funds that were transferred from and originated in an affiliated foundation, and the institution wishes to return a portion of funds to the foundation for reinvestment consistent with the original intent of the gift.

vi. Transactions between an institution and an affiliated foundation shall meet the normal tests for ordinary business transactions, including proper documentation and approvals. Special attention shall be given to avoiding direct or indirect conflicts of interest between the institution and the affiliated foundation and those with whom the foundation does business. Under no circumstances shall an institution employee represent both the institution and foundation in any negotiation, sign for both the institution and foundation in a particular transaction, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the institution and the foundation.

vii. Prior to the start of each fiscal year, an affiliated foundation must provide the institution chief executive officer with the foundation’s proposed annual budget, as approved by the foundation’s governing board.

viii. Each foundation shall conduct its fiscal operations to conform to the institution’s fiscal year. Each foundation shall prepare its annual financial statements in accordance with Government Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) principles, as appropriate.

ix. Institution chief executive officers shall be invited to attend all meetings of an affiliated foundation’s governing board in an advisory role. On a case by case basis, other institution employees may also serve as advisors to an affiliated foundation’s governing board, as described in the written foundation operating agreement approved by the Board.

x. The foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent possible or reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or other information that would normally be open in the conduct of institution affairs.
xi. A foundation’s enabling documents (e.g., articles of incorporation and bylaws) and any amendments are to be provided to the institution. These documents must include a clause requiring that in the event of the dissolution of a foundation, its assets and records will be distributed to its affiliated institution, provided the affiliated institution is a qualified charitable organization under relevant state and federal income tax laws. To the extent practicable, the foundation shall provide the institution with an advance copy of any proposed amendments, additions, or deletions to its articles of incorporation or bylaws. The institution shall be responsible for providing all of the foregoing documents to the Board.

xii. Foundations may not engage in activities that conflict with federal or state laws, rules and regulations; the policies of the Board; or the role and mission of the institutions. Foundations shall comply with applicable Internal Revenue Code provisions and regulations and all other applicable policies and guidelines.

xiii. Fund-raising campaigns and solicitations of major gifts for the benefit of an institution by its affiliated foundation shall be developed cooperatively between the institution and its affiliated foundation. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by an institution, a foundation will obtain the prior approval of the institution chief executive officer or a designee.

xiv. Foundations shall obtain prior approval in writing from the institution chief executive officer or a designee if gifts, grants, or contracts include a financial or contractual obligation binding upon the institution.

xv. Foundations shall make clear to prospective donors that:

1) The foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the institution; and

2) Responsibility for the governance of the foundation, including investment of gifts and endowments, resides in the foundation’s governing board.

xvi. Institutions shall ensure that foundation-controlled resources are not used to acquire or develop real estate or to build facilities for the institution’s use without prior Board approval. The institution shall notify the Board, at the earliest possible date, of any proposed purchase of real estate for such purposes, and in such event should ensure that the foundation coordinates its efforts with those of the institution. Such notification to the Board may be
through the institution’s chief executive officer in executive session pursuant to Idaho Code 67-2345 (1) (c).

c. Foundation Operating Agreements

Each institution shall enter into a written operating agreement with each recognized foundation that is affiliated with the institution. Operating agreements must be signed by the chairman or president of the foundation’s governing board, and by the institution chief executive officer. The operating agreement must be approved by the Board prior to execution and must be re-submitted to the Board every three (3) years, or as otherwise requested by the Board, for review and re-approval. Foundation operating agreements shall establish the operating relationship between the parties, and shall, at a minimum, address the following topics:

i. Institution Resources and Services.

1) Whether, and how, an institution intends to provide contract administrative and/or support staff services to an affiliated foundation. When it is determined that best practices call for an institution employee to serve in a capacity that serves both the institution and an affiliated foundation, then the operating agreement must clearly define the authority and responsibilities of this position within the foundation. Notwithstanding, no employee of an institution who functions in a key administrative or policy making capacity (including, but not limited to, any institution vice-president or equivalent position) shall be permitted to have responsibility or authority for foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of foundation employees. The responsibility of this position within the foundation that is performed by an institution employee in a key administrative or policy making capacity shall be limited to the coordination of institution and affiliated foundation fundraising efforts, and the provision of administrative support to foundation fundraising activities.

2) Whether, and how, an institution intends to provide other resources and services to an affiliated foundation, which are permitted to include:

a) Access to the institution’s financial systems to receive, disburse, and account for funds held (with respect to transactions processed through the institution’s financial system, the foundation shall comply with the institution’s financial and administrative policies and procedures manuals);
b) Accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis, auditing, payroll, and budgeting;

c) Investment, management, insurance, benefits administration, and similar services; and

d) Development services, encompassing research, information systems, donor records, communications, and special events.

3) Whether the foundation will be permitted to use any of the institution's facilities and/or equipment, and if so, the details of such arrangements.

4) Whether the institution intends to recover its costs incurred for personnel, use of facilities or equipment, or other services provided to the foundation. If so, then payments for such costs shall be made directly to the institution. No payments shall be made directly from a foundation to institution employees in connection with resources or services provided to a foundation pursuant to this policy.


1) Guidelines for receiving, depositing, disbursing and accounting for all funds, assets, or liabilities of a foundation, including any disbursements/transfers of funds to an institution from an affiliated foundation. Institution officials into whose department or program foundation funds are transferred shall be informed by the foundation of the restrictions, if any, on such funds and shall be responsible both to account for them in accordance with institution policies and procedures, and to notify the foundation on a timely basis regarding the use of such funds.

2) Procedures with respect to foundation expenditures and financial transactions, which must ensure that no person with signature authority shall be an institution employee in a key administrative or policy making capacity (including, but not limited to, an institution vice-president or equivalent position).

3) The liability insurance coverage the foundation will have in effect to cover its operations and the activities of its directors, officers, and employees.

4) Description of the investment policies to be utilized by the foundation, which shall be conducted in accordance with prudent, sound practice to ensure that gift assets are protected and enhanced, and that a reasonable return is achieved, with due regard for the fiduciary responsibilities of the
foundations's governing board. Moreover, such investments must be consistent with the terms of the gift instrument.

5) Procedures that will be utilized to ensure that institution and foundation funds are kept separate.

6) Detailed description of the organization structure of the foundation, which addresses conflict of interest in management of funds and any foundation data.

iii. Foundation Relationships with the Institutions

1) The institution's ability to access foundation books and records.

2) The process by which the institution chief executive officer, or designee, shall interact with the foundation’s board regarding the proposed annual operating budget and capital expenditure plan prior to approval by the foundation’s governing board.

3) Whether, and how, supplemental compensation from the foundation may be made to institutional employees. Any such payments must have prior Board approval, and shall be paid by the foundations to the institutions, which in turn will make payments to the employee in accordance with normal practice. Employees shall not receive any payments or other benefits directly from the foundations.

iv. Audits and Reporting Requirements.

1) The procedure foundations will utilize for ensuring that regular audits are conducted and reported to the Board. Unless provided for otherwise in the written operating agreement, such audits must be conducted by an independent certified public accountant, who is not a director or officer of the foundation. The independent audit shall be a full scope audit, performed in accordance with generally accepted auditing standards.

2) The procedure foundations will use for reporting to the institution chief executive officer the following items:

a) Regular financial audit report;

b) Annual report of transfers made to the institution, summarized by department;
c) Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year;

d) A list of foundation officers, directors, and employees;

e) A list of institution employees for whom the foundation made payments to the institution for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;

vf) A list of all state and federal contracts and grants managed by the foundation; and

g) An annual report of the foundation’s major activities;

h) An annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding foundation fiscal year for the benefit of the institution; and

i) An annual report of any actual litigation involving the foundation during its fiscal year, as well as legal counsel used by the foundation for any purpose during such year. This report should also discuss any potential or threatened litigation involving the foundation.

v. Conflict of Interest and Code of Ethics and Conduct.

A description of the foundation’s conflict of interest policy approved by the foundation’s governing board and applicable to all foundation directors, officers, and staff members, and which shall also include a code of ethics and conduct. Such policy must assure that transactions involving the foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the foundation’s governing board. In addition, such policy must provide that directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest. Finally, such policy must assure that no director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess of fifty dollars ($50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

3. Foundations for Other Agencies
Other agencies under the Board's jurisdiction may establish foundations to accept gifts made for the benefit of the agencies' operating purposes. These agencies are subject to the same policies as the institutional foundations. However, agency foundations with annual revenues less than $100,000 are not required to obtain an independent audit. These agencies must instead submit an annual report to the Board of gifts received and the disposition of such gifts.

4. Idaho Educational Public Broadcasting System Foundations and Friends Groups

Foundations and Friends groups that exist for the benefit of the Idaho Educational Public Broadcasting System (IEPBS) are required by Federal Communications Commission (FCC) regulations to have specific spending authority designated by the Board. Audits of the IEPBS Foundation and Friends groups will be conducted by the State Legislative Auditor.

a. By action of the Board, the Idaho Educational Public Broadcasting System Foundation, Inc., has been designated to accept gifts made for the benefit of public television in the state of Idaho. The Foundation will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

b. By action of the Board, the Friends of Channel 4, Inc., has been designated to accept gifts made for the Benefit of KAID TV, Channel 4. The Friends of Channel 4, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

c. By action of the Board, the Friends of Channel 10, Inc., has been designated to accept gifts made for the benefit of KISU TV, Channel 10. The Friends of Channel 10, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

d. By action of the Board, the Friends of KUID, Inc., has been designated to accept gifts made for the benefit of KUID TV, Channel 12. The Friends of Channel 12, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

5. Acceptance of Direct Gifts

Notwithstanding the Board’s desire to encourage the solicitation and acceptance of gifts through affiliated foundations, the Board may accept donations of gifts, legacies, and devises (hereinafter "gifts") of real and personal property on behalf of
the state of Idaho that are made directly to the Board or to an institution or agency under its governance. Gifts worth more than $250,000 must be reported to and approved by the executive director of the Board before such gift may be expended or otherwise used by the institution or agency. Gifts worth more than $500,000 must be approved by the Board. The chief executive officer of any institution or agency is authorized to receive, on behalf of the Board, gifts that do not require prior approval by the executive director or the Board and that are of a routine nature. This provision does not apply to transfers of gifts to an institution or agency from an affiliated foundation (such transfers shall be in accordance with the written operating agreement between the institution or agency and an affiliated foundation, as described more fully herein).


The Board wishes to encourage research and technology transfer and the corresponding economic development potential for the state of Idaho. The Board acknowledges that independent, affiliated foundations operating to support an institution’s research and technology transfer efforts can be useful tools to provide institutions with avenues for engagement with the private sector as well as with public and private entities interested in funding research, funding technology transfer and promoting spin-off enterprises arising from institutional intellectual property. Such affiliated foundations should operate substantially within the framework for philanthropic affiliated foundations set out in paragraph 1 and 2 of this policy, with such variances as are reasonable based on the nature of the anticipated function of the specific foundation.

a. The public college and universities may affiliate with non-profit entities which generally meet the criteria set forth in paragraph 2.b. of this policy and which operate for the purpose of supporting the research and technology transfer efforts of one or more of the institutions.

b. Research and Technology Transfer Foundation Operating Agreements. The requirement of a foundation operating agreement under paragraph 2.c. of this policy shall also apply to foundations supporting research and technology transfer. Institutions proposing to affiliate with a particular foundation may propose reasonable variances from specific requirements under paragraph 2.c. based upon the anticipated function of the foundation, provided that any such variances are specifically identified by the institution in materials presented to the Board when requesting approval of the foundation.
SUBJECT
Board policy V.T. – Fee Waivers – second reading

REFERENCE
June 2014 Idaho State Board of Education (Board) approved first reading of Policy V.T.

APPLICABLE STATUTES, RULE OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections V.T. and V.R.
Idaho Code § 33-3717C

BACKGROUND / DISCUSSION
Staff and the institutions have developed a report showing all fee waivers and discounts which lists the Board policy section associated with each waiver or discount listed. As noted in the report, however, some of the “waivers” do not have specific Board authority. Idaho Code only authorizes the Board to grant a full or partial waiver of tuition or fees for nonresident students. Three of the “waivers” listed in the report are for the benefit of resident students and therefore are not allowed under law.

The proposed amendment to Board policy allows for institutions to request Board approval to enter into contracts or agreements to offer courses at a discounted special fee rate.

IMPACT
For FY 2013, the cumulative dollar value of all waivers and discounts for all four institutions was over $58 million. The dollar value of the three “waivers” in question was $208,925. The immediate fiscal impact of the policy amendment is neutral because the amendment clarifies and codifies current practice with respect to the three fee discounts.

ATTACHMENTS
Attachment 1 – Board policy V.T. – second reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS
There were no changes between first and second reading. Staff recommends approval.

BOARD ACTION
I move to approve the second reading of proposed amendments to Board Policy V.T. Fee Waivers, as presented in Attachment 1.

Moved by____________ Seconded by____________ Carried Yes____ No___
1. Purpose and Authority for Fee/Tuition Waivers

   a. Definition

       A fee/tuition waiver shall mean a reduction of some or all of the approved fees/tuition specified in Section V, Subsection R, attributable to a particular student as the cost for attending an Idaho institution of higher education.

   b. Purpose

       The purpose in authorizing fee/tuition waivers includes but is not limited to the achievement of the following strategic objectives:

       i. The enhancement of education opportunities for Idaho residents;
       ii. To promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
       iii. To contribute to the quality of educational programs; and
       iv. To assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education.

   c. Authority

       An institution shall not waive any of the applicable fees/tuition specified in Section V, Subsection R., unless specifically authorized in this subsection. Special fees are not defined as a fee waiver. Employee/Spouse/Dependent, Senior Citizen, In-Service Teacher Education, and Workforce Training Credit fees as authorized pursuant to Board policy V.R. do not constitute waivers.

2. Waiver of Nonresident Fees/Tuition

   Nonresident fees/tuition may be waived for the following categories:

   a. Graduate/Instructional Assistants

       Waivers are authorized for students employed as graduate assistants appointed pursuant to Section III, Subsection P.11.c.

   b. Students Participating in Intercollegiate Athletics

       For the purpose of improving competitiveness in intercollegiate athletics, the universities are authorized up to two hundred twenty-five (225) waivers per semester and, Lewis-Clark State College is authorized up to one hundred ten (110) waivers per semester. The institutions are authorized to grant additional waivers, not to exceed ten percent (10%) of the above waivers, to be used exclusively for post-eligibility students.
c. Waivers to Meet Other Strategic Objectives

The chief executive officer of each institution is authorized to waive nonresident fees/tuition for students, not to exceed the equivalent of six percent (6%) of the institution's total full-time equivalent enrollment. The criteria to be followed in granting such nonresident waivers shall be as follows:

i. A waiver may be granted to place a nonresident student in an institutional program only when there is sufficient capacity in the program to meet the needs of Idaho resident students; and

ii. A waiver may be granted only when its use is fiscally responsible to place a nonresident student in an institutional program in order to meet a strategic state and/or institutional need, as identified by the chief executive officer of the institution.

d. National Student Exchange Program - Domestic

Waivers are authorized for nonresident students participating in this program.

e. Western Interstate Commission for Higher Education

Waivers are authorized for nonresident students participating in the Western Interstate Commission for Higher Education Professional Student Exchange Program and the Graduate Student Exchange Program. An institution may include a participating nonresident student in its enrollment workload adjustment calculation, provided the figure does not exceed the maximum approved for an institution by the Board.

f. Institution Agreements

An institution may request Board approval of agreements with other entities resulting in special fees if it is shown to meet a strategic or workforce need (e.g. reaching an underserved or isolated population) or to help facilitate collaboration between the public institutions as it relates to enrollment and course/degree completion. The discounted dollar value of these special fees shall be reported to the Board, for inclusion in the annual discounts and waivers report, in a format and time to be determined by the Executive Director.
<table>
<thead>
<tr>
<th>1</th>
<th>Board Policy Tuition Waivers, Policy Section V.T.</th>
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### Table 1: Board Policy Tuition Waivers, Policy Section V.T.

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### Table 2: Other Board Policy Exchange Programs

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</tbody>
</table>

### Additional Information

- **FY13 Gross Student Fees**: $133,137,162
- **FY13 Net Student Fees from Operating Revenue per audited F/S**: $106,593,359
- **FY13 Scholarship Discounts & Allowances per audited F/S**: $22,095,100
- **Student Fee Revenue related to Exchange Program Discounts**: $4,448,703
- **Percentage of Total Gross Student Fees Waived or Discounted**: 15.14%
SUBJECT
Board policy V.X. – Intercollegiate Athletics – second reading

REFERENCE
April 2014 The Idaho State Board of Education (Board) approved
FY 2015 Athletics Limits
June 2014 Board approved first reading of Policy V.X.

APPLICABLE STATUTES, RULE OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.X.

BACKGROUND / DISCUSSION
At its April meeting, the Board determined it would no longer need to approve the
athletics limits but instead let the formulas set out in policy calculate the annual
change to the limits. The proposed changes remove the requirement that
athletics limits be approved by the Board.

IMPACT
The Board would review but no longer approve the annual athletics limits. The
Board would still be able to increase the limits at its discretion.

ATTACHMENTS
Attachment 1 – Board policy V.X. – Second reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS
There were no changes between first and second reading. Staff recommends
approval.

BOARD ACTION
I move to approve the second reading of proposed amendments to Board policy
V.X. Intercollegiate Athletics, as presented in Attachment 1.

Moved by____________ Seconded by____________ Carried Yes____ No____
1. Philosophy

The Board reaffirms the role of intercollegiate athletics as a legitimate and significant component of institutional activity. The responsibility for and control of institutional activities in this area rest with the Board.

In the area of intercollegiate athletics, the Board seeks to establish programs which:

a. provide opportunities for student athletes to attend college and participate in athletic programs while pursuing and completing academic degrees;

b. reflect accurately the priorities and academic character of its institutions;

c. fuel school spirit and community involvement;

d. serve the needs of the institutions as they seek, through their athletic programs, to establish fruitful and sustaining relationships with their constituencies throughout the state and nation; and

e. actively and strategically progress toward compliance with Title IX of the Higher Education Amendments Act of 1972.

Given these goals, the Board has a continuing concern and interest in the academic success of student athletes, the scope and level of competition, and the cost of athletic programs administered by its institutions. Consequently, the Board will, from time to time in the context of this policy statement, promulgate, as necessary, policies governing the conduct of athletic programs at its institutions.

2. Policies

The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level must be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, it is the responsibility of the institution’s chief executive officer to notify the Board in a timely manner. Likewise, any knowledge of NCAA or conference rule infractions involving an institution should be communicated by the athletic department to the chief executive officer of the institution.

The Board recognizes that the financing of intercollegiate athletics, while controlled at the institutional level, is ultimately the responsibility of the Board itself. In assuming that responsibility, the sources of funds for intercollegiate athletics shall be defined in the following categories:

a. State General Funds – means state General Funds (as defined in section 67-1205, Idaho Code) appropriated to the institutions.
b. Student Athletic Fee Revenue – means revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program pursuant to policy V.R.3.b.ii.

c. Program Funds – means revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/bowl/conference receipts, media/broadcast receipts, concessions/parking/advertisement, game guarantees and foundation/booster donations.

d. Institutional Funds – means any funds generated by the institution outside the funds listed in a., b. and c. above. Institutional Funds do not include tuition and fee revenue collected under policy V.R.3. Examples of Institutional Funds include, but are not limited to, auxiliaries, investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus.

3. Funds allocated and used by athletics from the above sources are limited as follows:

a. State General Funds –

   i. The limit for State General Funds shall be allocated in two categories: General Funds used for athletics and General Funds used to comply with Title IX.

   ii. The Board set the following FY 2013 General Fund limits:

   1) General Funds for Athletics:
      a) Universities $2,424,400
      b) Lewis-Clark State College $901,300

   2) General Funds for Gender Equity:
      a) Boise State University $1,069,372
      b) Idaho State University $707,700
      c) University of Idaho $926,660
      d) Lewis-Clark State College $0

   iii. The methodology for computing the limits for both categories of State General Funds shall be to calculate the rate of change for the next fiscal year ongoing State General Funds compared to the ongoing State General Funds in the current fiscal year, and then apply the rate of change to both limits approved by the Board in the previous year. Such limits shall be approved annually by the Board.
b. Institutional funds –
   i. The Board set the following FY 2013 limits:

   1) Boise State University    $ 386,100
   2) Idaho State University    $ 540,400
   3) University of Idaho       $ 772,100
   4) Lewis-Clark State College $ 154,300

   ii. The methodology for computing the limits for Institutional Funds shall be to calculate the rate of change for the next fiscal year ongoing Appropriated Funds compared to the ongoing Appropriated Funds in the current fiscal year, and then apply the rate of change to the limit approved by the Board in the previous year. **Such limits shall be approved annually by the Board.** For purposes of this paragraph, “Appropriated Funds” means all funds appropriated by the Legislature to the institutions, including but not limited to, State General Funds, endowment funds, and appropriated tuition and fees.

c. Student Activity Fee Revenue – shall not exceed revenue generated from student activity fee dedicated for the athletic program. Institutions may increase the student fee for the athletic program at a rate not more than the rate of change of the total student activity fees.

d. Program funds – the institutions can use the program funds generated, without restriction.

   The president of each institution is accountable for balancing the budget of the athletic department on an annual basis. In accounting for the athletic programs, a fund balance for the total athletic program must be maintained. In the event that revenue within a fiscal year exceeds expenses, the surplus would increase the fund balance and would be available for future fiscal years. In the event that expenses within a fiscal year exceed revenue, the deficit would reduce the fund balance. If the fund balance becomes negative, the institutions shall submit a plan for Board approval that eliminates the deficit within two fiscal years. Reduction in program expenditures and/or increase revenue (program funds only) can be used in an institutional plan to eliminate a negative fund balance. If substantial changes in the budget occur during the year resulting in a deficit for that year, the president shall advise the Board of the situation at the earliest opportunity.

   Donations to athletics at an institution must be made and reported according to policy V.E. The amount of booster money donated to and used by the athletic department shall be budgeted in the athletic department budget.

   It is the intent of the Board that increases in program revenues should be maximized before increases to the athletic limits under subsection 3 will be considered.
4. Gender Equity

a. Gender equity means compliance with Title IX of the Higher Education Amendments Act of 1972 which prohibits discrimination on the basis of gender in any education program or activity receiving federal financial assistance, including athletics. Congress delegated authority to promulgate regulations (34 C.F.R. §106.41) for determining whether an athletics program complies with Title IX. The U.S. Department of Education, through its Office of Civil Rights (OCR) is responsible for enforcing Title IX.

b. Title IX measures gender equity in athletics in three distinct areas: participation, scholarships, and equivalence in other athletics benefits and opportunities.

c. The chief executive officer of each institution shall prepare a gender equity report for review and formal approval by the Board in a format and time to be determined by the Executive Director. The gender equity report will show the status of an institution’s compliance with Title IX. The gender equity report will show the changes to the athletics programs necessary to comply with Title IX over time.


The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing. The athletic reports shall contain revenues, and expenditures, in the detail prescribed by the Board office, including all revenue earned during a fiscal year. A secondary breakdown of expenditures by sport and the number of participants will also be required. The fund balances as of June 30 shall be included in the report. The general format of the report will be consistent with the format established by the Executive Director. The revenue and expenditures reported on these reports must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors. The institutions will submit the following reports to the Board:

a. The institutions shall submit an operating budget for the upcoming fiscal year beginning July 1 in a format and time to be determined by the Executive Director.
   i. Actual revenues and expenditures for the fiscal year most recently completed.
   ii. Estimated revenues and expenditures for the current fiscal year.
   iii. Proposed operating budget for the next budget year beginning July 1.

b. The following fiscal year’s financial information will be reported by each institution in a format and time to be determined by the Executive Director:
   i. Actual revenues and expenditures for the prior four (4) fiscal years
   ii. Estimated revenues and expenditures for the current fiscal year.
SUBJECT
University of Idaho, Boise State University, Idaho State University (Institution's) Intellectual Property Policies

REFERENCE
October 2010  Board approved First Reading of Board Policy V.M. Intellectual Property
December 2010 Board approved Second Reading of Board Policy V.M. Intellectual Property
June 2012  Board considered institution specific IP policies and requested additional amendments to Board Policy V.M. Intellectual Property
April 2013  Board approved First Reading of Board Policy V.M. Intellectual Property
June 2013  Board approved Second Reading of Board Policy V.M. Intellectual Property
February 2014  Board considered the institutions Intellectual Property Policies and requested the institutions do additional work with staff and a subcommittee of the Board prior to bring the policies back for further consideration

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.M.

BACKGROUND/DISCUSSION
The Board’s intellectual property (IP) policy together with the institutions’ own IP and technology transfer policies establishes the legal basis for the institutions to claim, disclaim, transfer, or convey intellectual property.

The Board’s IP policy was amended in 2010 to address concerns by industry that the previous Board policy was vague regarding the Board’s versus an institution’s claim of ownership, and an institution’s authority in transferring, conveying, or disclaiming those ownership rights. Board policy V.M. requires the institutions IP policies cover specific areas and be approved by the Board. In June of 2012 the institutions presented their policies to the Board. During this meeting the Board discussed additional feedback received from business and industry indicating that there were still barriers to working with the institutions. At this time the Board postponed the approval of the institutions’ IP policies and requested the Instruction, Research, and Student Affairs (IRSA) committee do additional work on the Board’s policy regarding this mater. At the June 2013 Board meeting the Board approved additional amendments to Board Policy V.M. including the incorporation of the technology transfer guidelines.

At the February 2014 regular Board meeting the institutions brought forth their updated policies for Board approval. At this time it was felt that the policies could
use additional work to bring them into closer compliance with Board policy V.M. A subcommittee of the Board, consisting of Board Members Lewis and Goesling formed to work with the institutions to provide further guidance on changes the Board would like to see in the institution policies. The institutions have worked closely with Board staff and have received feedback from the Board subcommittee on amendments to their policies. The institutions have incorporated the feedback into their policies and are bringing them forward for Board consideration.

IMPACT
Approval of the submitted policies will bring the institutions into compliance with Board Policy V.M. Intellectual Property.

ATTACHMENTS
Attachment 1 – Board Policy V.M. Intellectual Property Page 5
Attachment 2 – Institution Technology Licensing Guidelines Page 10
Attachment 3 – University of Idaho Intellectual Property Policy Page 30
Attachment 4 – Boise State University Intellectual Property Policy Page 41
Attachment 5 – Idaho State University Intellectual Property Policy Page 54

STAFF COMMENTS AND RECOMMENDATIONS
Board Policy V.M. requires the institutions to establish policies setting out technology transfer administration, including evaluating, financing, assignment, marketing, protection, and the division and use of royalties. Institutional policies must provide for institutional ownership in circumstances including, but not limited to, the following:

1. In cases of specific contracts providing for institutional ownership,
2. In cases where the constituent institution or sponsor may employ personnel for the purpose of producing a specific work,
3. Where institutional ownership is deemed necessary in order to reflect the contribution of the institution to the work, or
4. Where a sponsored agreement requires institutional ownership.

Further, each institution’s technology transfer policy must at a minimum include:

1. The name of the institutional position (or office) with the authority and responsibility for carrying out the policy and binding the institution contractually.
2. Policy and plans for patent acquisition (i.e. who initiates, who pays the lawyers, and an enumeration of the duties, responsibilities, and a process for settling disputes).
3. The range of allowable institutional involvement in the transfer process (i.e. from licensing to acceptance of institutional ownership interests, continued development in institutional facilities for the benefit of the licensee, and business planning or production assistance).

4. The requirement that institution employees and other persons subject to this Board policy make an assignment of rights to the institution (including future rights) in intellectual property to which the Board claims ownership by its policy and/or the institution claims ownership by its institutional policy and in any related applications for legal protection of such intellectual property.

Board staff have worked closely with the institutions and have found the policies to be in compliance with Board policy V.M. Intellectual Property. Staff recommends approval.

BOARD ACTION
I move to approve the intellectual property policies of the University of Idaho, Boise State University and Idaho State University as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: M. Intellectual Property  
June 2013

1. Objectives and Purposes

The State Board of Education, on behalf of the State of Idaho, and the Board of Regents, on behalf of the University of Idaho, (hereinafter collectively referred to as the “Board”) recognizes intellectual property, including patentable inventions and copyrightable works, may be the natural outgrowth of the educational, research, and outreach missions of Idaho’s postsecondary education institutions. The Board is dedicated to promoting the beneficial use of such intellectual property for Idaho and the nation. This intellectual property policy seeks to balance the institutional obligation to preserve open access and inquiry with the concomitant obligation to foster and advance the dissemination and use of institutional intellectual property for the public benefit, which may occur through development of protectable discoveries and inventions through rigorous scientific investigation and research, and the development, acquisition, and licensing of patents and other intellectual property for the economic growth and development of Idaho and the nation.

In furtherance of this objective, institutions when assigning, transferring, selling or licensing inventions, or patents or other intellectual property owned by the institutions, shall do so:

a. to entities that make, market and sell products or services or that contractually agree to do so in connection with the licensed or transferred intellectual property;

b. where the primary purpose of such assignment, transfer, sale or license directly aids and promotes the further development and commercialization of licensed products or services by such entity, and is not intended primarily for the purpose of further licensing or sublicensing such invention or patent to third parties for monetary gain only;

c. where necessary for the institution to perform or have performed sponsored research or other institutional activities, including compliance with applicable requirements of law or contract associated with such research or other activity; or

d. where the transferee is a non-profit entity engaged in research and education and the assignment, transfer, sale or license promotes further research and education for the public good and does not unduly impact use of the intellectual property to contribute to economic growth and development.

Any such transfer of institution intellectual property shall be made in accordance with the Idaho Institution Technology Licensing Guidelines, adopted by the Board June 2013.

2. Intellectual Property
a. Definition. Intellectual property includes, but is not limited to, any invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, plant variety, research data, mark, design, mask work, work of authorship, and computer software regardless of whether subject to protection under patent, trademark, copyright or other laws.

b. Claim of ownership interest. The Board, on behalf of the State of Idaho, through and by Idaho’s postsecondary educational institutions under the governance of the Board (hereinafter referred to as “institutions”) claims ownership of any intellectual property developed under any of the following circumstances:

i. Arising from any work performed by an employee of any institution during the course of their duties to the institution;

ii. Arising from any use by an employee of an institution or other person use of Board or institution resources not openly available to members of the general public including, but not limited to, laboratories, studios, equipment, production facilities, office space, personnel, or specialized computing resources; or

iii. Arising from any work performed by an employee of an institution under contract in a program or project sponsored by an institution or between institutions or a closely related research foundation.

c. Disclaimer of ownership interest. The Board claims no ownership interest in any intellectual property developed by the employee(s) or other person(s), including but not limited to contractor(s) of an institution under the following circumstances:

i. When the work is performed outside the assigned duties of the employee/other person; and

ii. When the employee/other person is without benefit of Board or institution facilities except libraries.

d. Policy review. Institutional policies setting out technology transfer administration, including evaluating, financing, assignment, marketing, protection, and the division and use of royalties, as well as amendments thereto, must be submitted to the Board for its review and approval.

e. Condition of employment. Institution employees and contractors, as a condition of employment or contract, shall adhere to this policy and the Board approved institutional policy on intellectual property and shall assign to the institution all right, title, and interest in intellectual property to which the Board claims ownership under this policy or the institution claims ownership under its
institutions policy and shall assign any related applications for legal protection of such intellectual property.

3. Copyrights

a. Notwithstanding Section 2.c. of this Policy, when institution employees/other persons are specially ordered or commissioned to produce specific work, the institution reserves the right to seek and obtain registration of copyright for such works in the name of the State of Idaho or the institution or to use such work without securing a copyright registration.

b. Except as noted in Section 3.a. above, neither the Board nor any institution is required to claim an ownership interest in works submitted for publication, performance or display by institution employees/other persons. Instead, institutions subject to this policy may elect, by contract or institutional policy, to claim an interest in copyrightable material produced, in whole or part, by their employees or other persons subject to this policy. Institutional policy shall provide for institutional ownership in circumstances including, but not limited to, the following:

i. In cases of specific contracts providing for institutional ownership,

ii. In cases where the constituent institution or sponsor may employ personnel for the purpose of producing a specific work,

iii. Where institutional ownership is deemed necessary in order to reflect the contribution of the institution to the work, or

iv. Where a sponsored agreement requires institutional ownership.

4. Intellectual Property Transfer

a. The Board delegates to the institutions the right to transfer, convey, license, or disclaim, in accordance with the Institution Technology Licensing Guidelines, rights in intellectual properties developed within each respective institution. This policy allows the institutions to effect knowledge transfer and foster economic growth and development. Under this policy, each respective institution may:

i. Grant any or all intellectual property rights to affiliated research foundations for further development or transfer.

ii. Sell, assign, transfer, or exclusively or non-exclusively license intellectual property rights owned by the institution to for-profit, non-profit, and/or governmental entities that make, market and sell products or services or that contractually agree to do so in connection with the transferred or licensed intellectual property, or where the primary purpose of such assignment,
transfer, sale or license directly aids and promotes the further development of the intellectual property or commercialization of products or services or the underlying intellectual property by such entity. However, such assignment, transfer, sale or license to third parties must not be for monetary gain only.

iii. Sell assign, transfer, or exclusively or non-exclusively license to institution employees or other persons subject to this policy.

iv. Collect and disburse license payments in accordance with institutional policy to inventors and their departments and colleges, as well as to their institutions.

v. Permit institutional employees the right to participate in ownership and governance of for-profit, non-profit, and/or governmental entities that licensed institutional intellectual property to produce and market products and technology based on or derived from the license of the intellectual property, subject to the conflict of interest policies set forth in Idaho State Board of Education Governing Policies and Procedures, Section I.G. and II.Q.

b. Each institution shall develop an institutional policy on technology transfer. At a minimum, an institution’s policy shall include:

i. The name of the institutional position (or office) with the authority and responsibility for carrying out the policy and binding the institution contractually.

ii. Policy and plans for patent acquisition (i.e., who initiates, who pays the lawyers, and an enumeration of the duties, responsibilities, and a process for settling debates).

iii. The range of allowable institutional involvement in the transfer process (i.e., from licensing to acceptance of institutional ownership interests, continued development in institutional facilities for the benefit of the licensee, business planning or production assistance).

iv. The requirement that institution employees and other persons subject to this Board policy make a present assignment to the institution of rights, including future rights, in intellectual property to which the Board claims ownership by this policy and/or the institution claims ownership by its institutional policy and in any related applications for legal protection of such intellectual property.

c. At the request of the Board the appropriate officer of each institution shall report on technology transfer activities that have occurred at the institution and the general effectiveness of the institution in deploying technology. Institutions should report performance data through the annual Association of University Technology Licensing survey. The report shall also indicate whether any
employees of the institution or its respective research foundation have a financial interest in the entity to which the intellectual property rights were conveyed. Terms of any license or technology transfer contract will be made available in confidence upon request for inspection by the Board.
Idaho State Board of Education  
Institution Technology Licensing Guidelines  
Adopted June 2013

The Idaho State Board of Education (Board) recognizes that institutions must share intellectual property with the public for the betterment of society. To provide a set of operating guidelines for such technology transfer, the Board has adopted these guidelines, derived from the “Nine Points” publication produced by the Association of Institution Technology Managers (AUTM) and the “University Licensing Guidelines” adopted by the Regents of the University of California.

The College and Universities under the Board’s governance (hereinafter collectively “institutions” or “institution”) share certain core values that can and should be maintained to the fullest extent possible in all technology transfer agreements. The purpose of licensing institution intellectual property (IP) rights and materials is to: encourage the practical application of the results of institution research by industry for the broad public benefit; meet our obligations to sponsors of institution research; build research relationships with industry partners to enhance the research and educational experience of researchers and students; stimulate commercial uptake and investment; stimulate economic development; and ensure an appropriate return of taxpayer investments in institution research. Financial returns from technology licensing provide additional support for research and education, an incentive for faculty retention, and support of the institution technology transfer program. Institutions are charged to pursue these objectives in licensing institution IP. In carrying out these objectives, institutions are called upon to make complex licensing decisions based upon a multiplicity of facts and circumstances and by applying their professional experience, in consideration of the following guidelines. It is incumbent of the institutions to analyze each licensing opportunity individually in a manner that reflects the business needs and values of their institution, but at the same time, to the extent appropriate, also to bear in mind the concepts articulated herein when crafting agreements with industry. Multiple factors must be considered in each transaction, such as: the nature and stage of development of the technology; the breadth and complexity of the potential fields of use; the product development path and timeline; the extent of intellectual property protection; the relevant markets and market niches; specific campus practices; unique needs of prospective licensees; ethical considerations for the use of future products; and emerging issues, among other elements. All factors require careful consideration in developing a relationship with a prospective licensee, and the institution needs flexibility to address each of these issues. Further, the result of any one licensing decision may or may not be appropriate to another similar situation, as changes in knowledge and individual factors should be taken into consideration for each case-specific circumstance.

In all cases, the institution reserves the right, to the fullest extent permitted by Board policy and law, to exercise its discretion over decisions regarding its choice of licensee, the extent of rights licensed, and/or a refusal to license to any party.
GUIDELINES

1. The primary objective in developing a patenting and licensing strategy for an invention should be to support the education, research, and public benefit mission of the institution.

The institution recognizes the need for and desirability of broad utilization of the results of institution research, not only by scholars but also for the general public benefit, and acknowledges the importance of the patent system in providing incentives to create practical applications that achieve this latter goal.

In addition, with respect to federally-funded inventions (which comprise a large portion of the institution's invention portfolio), the Bayh-Dole Act (35 U.S.C. 200-212) requires the institution's use of the patent system to promote the utilization of inventions arising from federally supported research, to encourage maximum participation of small business firms, to promote collaboration between commercial concerns, nonprofits and universities and to promote free enterprise without unduly encumbering future research and discovery. As such, the institution is responsible for crafting a technology management strategy that supports the education, research, and public service mission of the institution. This requires establishing a balance of priorities between the timely transfer of technology to industry for commercialization while preserving open access to research results for use by the institution and the research community.

A primary licensing decision is whether to license exclusively or non-exclusively. The institution should consider licensing either non-exclusively, or exclusively within specific fields-of-use when an invention is broad in scope and can be used in multiple industries as well as for a platform technology that could form the basis of new industries. In general, institutions should consider granting exclusive licenses to inventions that require significant investment to reach the market or are so embryonic that exclusivity is necessary to induce the investment needed to develop and commercialize the invention or when the technology requires a company willing to dedicate financial resources and the additional research to realize the commercial potential. Finally, as noted below, exclusive licensing must have performance milestones connected to the continuation of such exclusivity.

Alternatively, an exclusive "field-of-use" license is a way to create market incentives for one company while enabling the institution to identify additional licensees to commercialize the invention in additional markets. In some cases, a limited-term exclusive license that converts to a non-exclusive license can be an effective strategy to meet the public benefit objective. Further, special consideration should be given to the impact of an exclusive license on uses of a technology that may not be appreciated at the time of initial licensing. A license grant that encompasses all fields of use for the life of the licensed patent(s) may have negative consequences if the subject technology is found to have unanticipated utility. This possibility is particularly troublesome if the licensee is not able or willing to develop the technology in fields outside of its core business. Institutions are encouraged to use approaches that balance a licensee’s legitimate commercial needs against the university’s goal (based on its educational mission
and the public interest) of ensuring broad practical application of the fruits of its research programs.

Finally, the licensing strategy should ensure prompt broad access to unique research resources developed by the institution. To preserve the ability of the institutions to perform research, ensuring that researchers are able to publish the results of their research in dissertations and peer-reviewed journals and that other scholars are able to verify published results without concern for patents, the institution should consider reserving rights in all fields of use, even if the invention is licensed exclusively to a commercial entity, for themselves and other non-profit and governmental organizations. This is designed to practice inventions and to use associated information and data for research and educational purposes, including research sponsored by commercial entities and to transfer research materials and results to others in the non-profit and governmental sectors. Clear articulation of the scope of reserved rights is critical.

2. **Institution must meet existing third party obligations**

Research projects increasingly involve a multiplicity of third party agreements and relationships. For some inventions, the institution will have existing licensing obligations to a company or other research partner based upon contractual commitments made under sponsored research, material transfer, database access, inter-institutional, or other third-party IP agreements. Institutions shall seek to identify all licensing obligations to third parties so that such obligations can be met. While the inventor(s) should be required to identify these obligations at the time of disclosure to the institution, the institution is encouraged to verify the completeness or accuracy of the inventor(s) obligations.

Direct discussions with the inventor(s) and/or review of system-wide and local contract and grant databases may help determine whether the appropriate agreements are identified. Careful review of these agreements is critical to understanding the nuances of any third party obligations. Copies of any relevant agreements should be retained in the licensing file for future reference and to document the basis for decisions affecting the status of such third party obligations.

In addition, the institution should evaluate any other factors that may affect the institution's right to license the invention. The institution should investigate whether an inventor's disclosed invention entails a possible claim to prior ownership rights by a third party based upon the inventor's previous or current outside activities, for example, consulting arrangements, visiting scientist agreements, inventor start-up companies, and other contract obligations, particularly in light of court decisions (e.g. Stanford v. Roche, Fed Cir., 2009).

3. **The selected licensee should be capable of bringing the invention to the marketplace and the license should be structured in a manner that encourages technology development and use.**

The institution should seek licensees capable of bringing the invention to the marketplace in a timely manner. While often only one potential licensee comes forward for any given institution invention, the institution should nevertheless assess the potential licensee's technical, managerial and financial capability to commercialize the technology. From a programmatic perspective, licensing preference
should be given to small business concerns, when appropriate, pursuant to federal law and regulations, provided such small businesses appear capable of bringing the technology to the marketplace.

Institutions should use care when licensing multiple technologies, invention portfolios, or a single technology with multiple variant applications to a single commercial organization to ensure that the licensing strategy meets the institution's desire to maximize public benefit.

In selecting a licensee, the institution, should consider whether the potential licensee:

- has a general business plan that delineates a clear strategy to commercialize the invention
- has or can secure the technical, financial and personnel resources to develop and commercialize the invention in a timely manner
- has experience relevant to developing and commercializing the invention
- has appropriate marketing capabilities
- possesses a strong desire and commitment to make the product/technology a success
- is able to meet any regulatory requirements needed to commercialize the technology
- has, or can develop sufficient capacity to satisfy the market demand for the technology
- demonstrates commitment to the institution’s invention in light of other technologies competing for resources in the company
- has goals that generally align with those of the institution with respect to public benefit

The institution should obtain and retain documents that address the licensee’s ability to bring the technology to the market. In the case of a start-up company, not all factors necessary to commercialize the technology may be present at the outset. The institution should consider whether the start-up has an appropriate level of resources and technical capabilities, given the development stage of the company and the nature of the invention, as well as whether the start-up has the potential to acquire the necessary resources to successfully develop and market the technology in a timely manner.

Institutions also need to be mindful of the impact of granting overly broad exclusive rights and should strive to grant just those rights necessary to encourage development of the technology. Performance milestones are a necessary part of any license, and are even more import in exclusive licenses.

In situations where an exclusive license is warranted, it is important that licensees commit to diligently develop the technology to protect against a licensee that is unable or unwilling to move an innovation forward. In long-term exclusive licenses, diligent development should be well-defined and regularly monitored during the exclusive term of the agreement and should promote the development and broad dissemination of the licensed technology. Ideally, objective, time-limited performance milestones are set, with termination or non-exclusivity (subject to limited, but reasonable, cure provisions) as the penalty for breach of the diligence obligation.

Another means of ensuring diligent development, often used in conjunction with milestones, is to require exclusive licensees to grant sublicenses to third parties to address unmet market or public
health needs (“mandatory sublicensing”) and/or to diligently commercialize new applications of the licensed rights. Such a requirement could also be implemented through a reserved right of the licensor to grant direct licenses within the scope of the exclusive grant to third parties based on unmet need. In such situations, it is important to ensure that the parties have a common understanding of what constitutes a new application or unmet need for the purpose of implementing such a provision.

3.A. Future Improvements

Although licensees often seek guaranteed access to future improvements on licensed inventions, the obligation of such future inventions may effectively enslave a faculty member’s research program to the company, thereby exerting a chilling effect on their ability to receive corporate and other research funding and to engage in productive collaborations with scientists employed by companies other than the licensee – perhaps even to collaborate with other academic scientists. In particular, if such future rights reach to inventions made elsewhere in the university, researchers who did not benefit from the licensing of the original invention may have their opportunities restricted as well, and may be disadvantaged economically relative to the original inventors if the licensing office has pre-committed their inventions to a licensee.

For these reasons, exclusive licensees should not automatically receive rights to “improvement” or “follow-on” inventions. Instead, as a matter of course, licensed rights should be limited to existing patent applications and patents, and only to those claims in any continuing patent applications that are (i) fully supported by information in an identified, existing patent application or patent and (ii) entitled to the priority date of that application or patent.

In the rare case where a licensee is granted rights to improvement patents, it is critical to limit the scope of the grant so that it does not impact uninvolved researchers and does not extend indefinitely into the future. It is important to further restrict the grant of improvements to inventions that are owned and controlled by the licensor institution - i.e., (i) not made by the inventor at another institution, should they move on or (ii) co-owned with, or controlled by, another party. One refinement to this strategy would be to limit the license to inventions that are dominated by the original licensed patents, as these could not be meaningfully licensed to a third party, at least within the first licensee’s exclusive field. As was discussed earlier, appropriate field restrictions enable the licensing not only of the background technology, but also of improvements, to third parties for use outside the initial licensee’s core business. In all cases, a license to improvements should be subject to appropriate diligent development requirements.

It should be recognized, however, that not all “improvements” have commercial potential (for example, they may not confer sufficient additional benefit over the existing technology to merit the expense of the development of new or modified products), in which case a licensee might not wish to develop them. In general, it may be best simply not to patent such improvements.

4. The license agreement should include diligence terms that support the timely development, marketing, and deployment of the invention.
The institution should include diligence provisions in a license agreement to ensure that the licensee develops and commercializes the invention in a timely manner, especially when an invention is exclusively licensed. The institution’s commitment to public benefit is not met by allowing an invention to languish due to a licensee’s lack of commitment, “shelving” the technology to protect its competing product lines, or inadequate technical or financial resources. Appropriate diligence provisions are invention-specific and will vary depending on the circumstances. Common diligence obligations that an institution should consider include:

- the amount of capital to be raised (for a start-up) or the amount of funding committed (for an existing business) by the company to support the technology’s development.
- specific dates by which the licensee must achieve defined milestones, such as: secure levels of regulatory approval; make a working prototype; initiate beta testing of a licensed product; receive formal market/customer feedback; achieve specific prototype performance thresholds (such as efficiency or size); establish a production facility; first sell the commercial product; or achieve a certain level of sales.

To ensure that the institution continues to manage its technologies as assets for the public’s benefit, clearly defined diligence provisions allow verification of the licensee’s compliance with its diligence obligations. Therefore, the licensing agreement language should be sufficiently specific so that both parties can determine whether the diligence obligations have been met. Further, the license should provide a remedy for failure to meet diligence obligations, such as termination of the license or, in the case of an exclusive license, a reduction to a non-exclusive license.

5. *The license agreement should be approved as to legal integrity and consistency.*

In order to ensure that the institution has the right to enter into licensing discussion, the institution should ensure that the inventors have signed an agreement that acknowledges the institutions patent policy, and institution claim of ownership of inventions under the Policy, and/or an actual Assignment Agreement that confirms the institution's ownership in the invention and that includes a present assignment of invention rights.

In determining the rights that can be granted in a license agreement, the institution should ask the inventors about past and present sponsors of their research, material providers, and independent consulting and other agreements (e.g., visitor, confidentiality, etc.) they have signed that could be related to the invention to determine if conflicting obligations exist between such agreements and the proposed license.

The institution shall ensure that the provisions of the license agreement are reviewed and approved by the institution Office of General Counsel, and comply with institution policies with regard to legal integrity and consistency, including the following concerns:

5.A. *Use of Name:*

The institution shall ensure that the license agreement prohibits the use of the institution's name, or the names of its employees, to promote the licensee or its products made under the
license agreement, unless specifically approved by authorized institution personnel. The license may provide limited use of the institution's name where required by law, to give effective legal notice such as a copyright mark, or to make a statement of fact regarding the origin of plant material.

5.B. Indemnification:

The institution shall ensure that the license agreement contains an indemnification provision under which the licensee assumes all responsibility for any product or other liability arising from the exercise of the license covering the invention. The licensee should assume all responsibility as it has complete control over product development while the institution only provides rights under the patents it holds.

5.C. Limitation of Liability:

The institution shall ensure that the license agreement contains a provision that limits the institution's liability for any damages that may result from the licensee's acts under the license agreement (e.g., intellectual property infringement, lost profits, lost business, cost of securing substitute goods, etc.).

5.D. Insurance:

The institution shall ensure that the license agreement requires the licensee to carry sufficient insurance or have an appropriate program of self-insurance to meet its obligations to protect the institution, and provide evidence of such.

5.E. Limited Warranty:

The institution shall ensure that the license agreement contains a limited warranty provision stating that nothing in the license shall be construed as (i) a warranty or representation regarding validity, enforceability, or scope of the licensed patent rights; (ii) a warranty or representation that any exploitation of the licensed patent rights will be free from infringement of patents, copyrights, or other rights of third parties; (iii) an obligation for the institution to bring or prosecute actions or suits against third parties for patent infringement except as provided in the infringement provision of the license; (iv) conferring by implication, estoppel, or otherwise any license or rights under any patents or other rights of institution other than the licensed patent rights, regardless of whether such patents are dominant or subordinate to the licensed patent rights; and (v) an obligation to furnish any new developments, know-how, technology, or technological information not provided in the licensed patent rights.

5.F. Patent Prosecution:

The institution shall ensure that the license agreement contains a patent prosecution provision that stipulates the institution will diligently prosecute and maintain the patent rights using counsel of its choice who will take instructions solely from the institution. The institution will use
reasonable efforts to amend any patent application to include claims requested by the Licensee. For an exclusive license, all such costs will be borne by the licensee. For non-exclusive licenses, a common practice is for each licensee to pay a pro-rata share of such costs.

5.G. Patent Infringement:

The institution shall ensure that an exclusive license agreement contains a patent infringement provision that stipulates that neither the institution nor the licensee will notify a third party (including the infringer) of infringement or put such third party on notice of the existence of any patent rights without first obtaining consent of the other party; with additional language that addresses infringement notification process, participation, control and prosecution of the suit, and payment of costs and sharing of awarded damages.

5.G.1. Infringement Action Considerations

In considering enforcement of their intellectual property, it is important that universities be mindful of their primary mission to use patents to promote technology development for the benefit of society. All efforts should be made to reach a resolution that benefits both sides and promotes the continuing expansion and adoption of new technologies. Litigation is seldom the preferred option for resolving disputes.

However, after serious consideration, if a university still decides to initiate an infringement lawsuit, it should be with a clear, mission-oriented rationale for doing so—one that can be clearly articulated both to its internal constituencies and to the public. Ideally, the university’s decision to litigate is based on factors that closely track the reasons for which universities obtain and license patents in the first place, as set out elsewhere in this paper. Examples might include:

- Contractual or ethical obligation to protect the rights of existing licensees to enjoy the benefits conferred by their licenses; and
- Blatant disregard on the part of the infringer for the university’s legitimate rights in availing itself of patent protection, as evidenced by refusal on the part of the infringer to negotiate with or otherwise entertain a reasonable offer of license terms.


As is true of patents generally, the majority of university-owned patents are unlicensed. With increasing frequency, university technology transfer offices are approached by parties who wish to acquire rights in such ‘overstock’ in order to commercialize it through further licenses. These patent aggregators typically work under one of two models: the ‘added value’ model and the so-called ‘patent troll’ model.

Under the added value model, the primary licensee assembles a portfolio of patents related to a particular technology. In doing so, they are able to offer secondary licensees a complete package that affords them freedom to operate under patents perhaps obtained from multiple sources. As universities do not normally have the resources to identify and in-license relevant patents of
importance, they cannot offer others all of the rights that may control practice (and, consequently, commercialization) of university inventions. By consolidating rights in patents that cover foundational technologies and later improvements, patent aggregators serve an important translational function in the successful development of new technologies and so exert a positive force toward commercialization. For example, aggregation of patents by venture capital groups regularly results in the establishment of corporate entities that focus on the development of new technologies, including those that arise from university research programs. To ensure that the potential benefits of patent aggregation actually are realized, however, license agreements, both primary and secondary, should contain terms (for example, time-limited diligence requirements) that are consistent with the university’s overarching goal of delivering useful products to the public.

In contrast to patent aggregators who add value through technology-appropriate bundling of intellectual property rights, there are also aggregators (the ‘patent trolls’) who acquire rights that cut broadly across one or more technological fields with no real intention of commercializing the technologies. In the extreme case, this kind of aggregator approaches companies with a large bundle of patent rights with the expectation that they license the entire package on the theory that any company that operates in the relevant field(s) must be infringing at least one of the hundreds, or even thousands, of included patents. Daunted by the prospect of committing the human and financial resources needed to perform due diligence sufficient to establish their freedom to operate under each of the bundled patents, many companies in this situation will conclude that they must pay for a license that they may not need. Unlike the original patent owner, who has created the technology and so is reasonably entitled to some economic benefit in recognition for its innovative contribution, the commercial licensee who advances the technology prior to sublicensing, or the added value aggregator who helps overcome legal barriers to product development, the kind of aggregator described in this paragraph typically extracts payments in the absence of any enhancement to the licensed technology. Without delving more deeply into the very real issues of patent misuse and bad-faith dealing by such aggregators, suffice it to say that universities would better serve the public interest by requiring their licenses to operate under a business model that encourages commercialization and does not rely primarily on threats of infringement litigation to generate revenue.

A somewhat related issue is that of technology ‘flipping’, wherein a non-aggregator licensee of a university patent engages in sublicensing without having first advanced the technology, thereby increasing product development costs, potentially jeopardizing eventual product release and availability. This problem can be addressed most effectively by building positive incentives into the license agreement for the licensee to advance the licensed technology itself – e.g., design instrumentation, perform hit-to-lead optimization, file an IND. Such an incentive might be to decrease the percentage of sublicense revenues due to the university as the licensee meets specific milestones.

5.H. Third Party Obligations and Conflicts of Interest:
Technology transfer offices should be particularly conscious and sensitive about their roles in the identification, review and management of conflicts of interest, both at the investigator and institutional levels. Licensing to a start-up founded by faculty, student or other university inventors raises the potential for conflicts of interest; these conflicts should be properly reviewed and managed by academic and administrative officers and committees outside of the technology transfer office. A technology licensing professional ideally works in an open and collegial manner with those directly responsible for oversight of conflicts of interest so as to ensure that potential conflicts arising from licensing arrangements are reviewed and managed in a way that reflects well on their university and its community. Ideally, the university has an administrative channel and reporting point whereby potential conflicts can be non-punitively reported and discussed, and through which consistent decisions are made in a timely manner.

5.1. Export Controls

Institution technology transfer offices should have a heightened sensitivity about export laws and regulations and how these bodies of law could affect university licensing practices. Licensing “proprietary information” or “confidential information” can affect the “fundamental research exclusion” (enunciated by the various export regulations) enjoyed by most university research, so the use of appropriate language is particularly important. Diligence in ensuring that technology license transactions comply with federal export control laws helps to safeguard the continued ability of technology transfer offices to serve the public interest.

6. The institution should receive fair consideration in exchange for the grant of commercial licensing rights.

The institution should ensure that institution receives fair consideration for commercial licenses of its inventions (as public assets created using public funds, supplies, equipment, facilities, and/or staff time) to private entities. Generally, the value of the consideration received by the institution should be based on the licensee’s sale or distribution of licensed products or licensed services by the licensee. Other factors that impact the negotiation of the institution’s consideration may include:

- the type of technology and industry
- the stage of development and market consideration
- the perceived value to the licensee’s business and competitive position (“must-have” vs. “nice-to-have”)
- the market potential, contribution of the technology to market penetration, and market sector dynamics (i.e. growing, static, declining?)
- the projected cost and risk of product development and marketing
- the competitive advantage over alternative products; is the invention a seminal “game-change” one or an incremental improvement?
- the likelihood of competing technologies
- the net profit margin of the anticipated product
- comparable prices for similar technologies or products
• the scope and enforceability of the institution’s patent claims, extent of freedom-to-operate required, and years remaining on patent term
• the projected decrease in the cost of production or R&D expenditures
• the scope of license (exclusive/nonexclusive, narrow/broad fields of use, U.S./non-U.S.)
• the opportunity for accelerated time to market based upon the necessity for meeting a critical public need.

In general, the fair consideration to the institution should be in cash, but other forms of consideration may be accepted in partial lieu of cash fee(s) such as equity in the company (discussed below). The form of such consideration negotiated by the institution may vary widely based on case-specific factors.

The institution should consider including some or all of the following elements as part of the consideration:

6.A. Reimbursement of institution’s patent costs:

The licensee pays for domestic and/or foreign patent applications either through an up-front fee that covers past and future costs and/or through a requirement to reimburse past, present and future costs upon invoicing by the institution. Where the technology is licensed to multiple parties, reimbursement may be done on a pro-rata basis. Full reimbursement by an exclusive licensee is standard institution practice.

6.B. License Issue fee:

The licensee pays a fee to the institution upon final execution of the license agreement either in a lump sum or on an agreed upon schedule. The amount of this fee should reflect the value of the invention at the time it is made available to the licensee. Such fees range widely, depending on the circumstance. Under some circumstances, the issue fee for small companies or start-ups may be partially postponed until sufficient investment capital is secured, or may be replaced in part by the institution’s acceptance of equity in the company (see Equity below).

6.C. Running royalties:

The licensee pays ongoing consideration to the institution in the form of a running (or earned) royalty, typically calculated as a percentage of net sales or use of licensed products or services that incorporate the technology. Such royalties should not be "capped" at a pre-determined dollar level, as the institution should share fully in the success of any commercial use of technology made available to the licensee. In some rare cases, a running royalty value may be difficult to assess due to the particular market and the type of products being developed. In such cases a fixed amount for each unit of licensed product sold or a one-time or annual fee may be contemplated, where the fee should reflect the value of the invention over the projected length of patent protection (both U.S. and foreign).
6.D. Annual maintenance fee/minimum annual royalty:

The licensee pays an annual license maintenance fee which serves as a form of diligence and represents the licensee's continuing interest in and a financial commitment to commercialize the invention. A minimum annual royalty begins in the first year of commercial sales and serves not only as a diligence obligation but also incentivizes the licensee to achieve sales generating royalties that meet or exceed the minimum annual royalty. Typically, annual maintenance fees cease after commercial sales begin when they are replaced by the minimum annual royalty. Minimum annual royalties, if paid in advance, are generally creditable against the running royalty due that year. The institution may use these fees singly, in combination, or not at all as judgment dictates, however, including such fees not only creates diligence obligations but also provides annual income to support the institution's research and education mission.

6.E. Sublicensing fees:

Under an exclusive license where the licensee is permitted to transfer rights to third parties (a sublicense), the licensee pays the institution consideration for sales or use of licensed products or services by its sublicensees. The institution should receive a fair share of all consideration, including royalty and non-royalty income, received by the licensee from the sublicensee. It is institution practice not to include sublicensing rights under its non-exclusive licenses as the granting of such rights could place the licensee in direct licensing competition with the institution, except in those cases where the sublicensee's activities are necessary for the sublicensor to commercialize the licensed technology (e.g., sublicensee is a contract research organization or contract manufacturer providing a vital component to the sublicensor necessary for the licensed technology, etc.).

6.F. Equity:

To encourage commercialization of institution technology, the institution may accept equity in a company as partial consideration for invention licensing in a manner consistent with Board and institution policies. This option may be particularly useful in working with small or startup companies where financial considerations limit the company's and its investors' willingness to pay cash to the university for licensing costs, such as license issue fees and annual maintenance fees. When accepting equity, institutions should consider the risk-adjusted value of equity and the potential loss of value associated with dilution of equity.

6.G. Other:

The institution may negotiate forms of consideration other than those described above, such as milestone payments upon the completion of certain licensed product development events or upon financing or investment triggers (e.g., investment rounds, merger or acquisition, or a public stock offering). Other unique exchanges of value occasionally may be appropriate forms of fair consideration. The institution should note, however, that such non-monetary forms of consideration (other than equity) fall outside the royalty-sharing provisions of the institution Patent Policy. The institution should take care to not designate research funding as a form of
consideration in a license as license income is subject to the royalty-sharing provisions of the institution Patent Policy whereas research funding is not consideration for a license but is fixed at a level to pay for the cost of conducting the research (Singer v. The Regents, 1996).

Finally, the institution should be aware that "overly-aggressive" negotiation of financial consideration may impede commercialization of an invention and may not be consistent with certain research sponsor guidelines (e.g., Federal, State, or non-profit extramural sponsorship policies). However, undervaluing a commercial license reduces the additional monetary support for research and education and compromises the principle of seeking a fair return on the public asset that is the institution's technology. The institution should weigh all appropriate factors discussed above in crafting a commercial license to create an optimal structure and fair consideration.

7. The license agreement should support the academic principles of the institution.

The institution should ensure that the provisions of the license agreement support the institution's academic teaching and research mission, including the following concerns:

7.A. Open Dissemination of Research Results and Information:

License agreements with external parties shall not limit the ability of institution researchers to disseminate their research methods and results in a timely manner. The most fundamental tenet of the institution is the freedom to interpret and publish, or otherwise disseminate, research results to support knowledge transfer and maintain an open academic environment that fosters intellectual creativity.

7.B. Accessibility for Research Purposes:

The institution should ensure that the license agreement protects the ability of institution researchers, including their student and research collaborators, to use their inventions in future research, thus protecting the viability of the institution's research programs. The institution has a commitment to make the results of its research widely available through publication and open distribution of research products for verification and ongoing research. The institution also seeks to foster open inquiry beyond the interests of any one research partner, particularly where the invention is a unique research tool. One way in which the institution addresses this is through the retention in the license agreement of the institution's right to use and distribute inventions to other non-profit research institutions for research and educational purposes.

7.C. Broad Access to Research Tools:

Consistent with the NIH Guidelines on Research Tools, principles set forth by various charitable foundations that sponsor academic research programs and by the mission of the typical university to advance scientific research, universities are expected to make research tools as broadly available as possible. Such an approach is in keeping with the policies of numerous peer-reviewed scientific journals, on which the scientific enterprise depends as much as it does
on the receipt of funding: in order to publish research results, scientists must agree to make unique resources (e.g., novel antibodies, cell lines, animal models, chemical compounds) available to others for verification of their published data and conclusions.

Through a blend of field-exclusive and non-exclusive licenses, research tools may be licensed appropriately, depending on the resources needed to develop each particular invention, the licensee’s needs and the public good. The drafting of such an exclusive grant should make clear that the license is exclusive for the sale, but not use, of such products and services; in doing so, the university ensures that it is free to license non-exclusively to others the right to use the patented technology, which they may do either using products purchased from the exclusive licensee or those that they make in-house for their own use.

8. All decisions made about licensing institution inventions should be based upon legitimate institutional academic and business considerations and not upon matters related to personal financial gain.

It is important that the institution conduct the technology transfer process, including patenting, marketing, and licensing in a manner that supports the education, research, and public service missions of the institution over individual financial gain.

Because institutions and inventors may have the opportunity to influence institution business decisions in ways that could lead to personal gain or give advantage to associates or companies in which they have a financial interest, the institution and the inventor must comply with existing Board policy, institution policy and State law concerning such potential conflicts of interest. Under Board policy and State conflict of interest law, any institution employee or representative is prohibited from making, participating in making, or influencing an institution decision (including selection of licensees and other decisions made in the course of commercializing institution technology) in which they have a personal financial interest. Certain specific actions may be taken, however, consistent with Board policy, institution policy and State law, to allow participation in the licensing process by such inventors. An inventor's expectancy of receiving money or equity as inventor share under the institution Patent Policy is not a disqualifying financial interest.

For institutions who have a personal financial interest in potential licensees, this situation can be readily managed by having the invention case assigned for management to another institution without a financial interest. For inventors who have a personal financial interest in potential licensees, another individual with appropriate scientific and technical background may be able to carry out the duties and responsibilities typically handled by the inventor. In both cases, personal disqualification requirements would need to be satisfied under Board policy, institution policy and State law.

Institution inventors, however, may not be able to reasonably remove themselves from involvement in the process under disqualification requirements as their expertise and input may be essential to successful technology transfer. It may be necessary for the inventor to work
closely with the institution and with potential licensees, or involve themselves in companies that are potential licensees, with the objective of commercializing institution inventions, even when they have a personal financial interest. It is in this context, when the inventor is involved in the process, that the selection of a licensee and other commercialization decisions may have the potential to raise concerns about conflicts of interest. Some inventor contributions to the licensing process are primarily technical advice and do not constitute "participation in" or "attempting to influence" a licensing decision under State conflict of interest law. They are called "ministerial." An action is ministerial, even if it requires considerable expertise and professional skill, if there is no discretion with respect to the outcome. Thus an inventor can provide technical or scientific information about an invention where necessary without being considered to be participating in a licensing decision. This exception, however, does not apply to technical tasks such as most data gathering or analysis in which the inventor makes professional judgments which can affect the ultimate decision in question.

Therefore, the institution and inventor(s) should discuss: i) the disqualification option; ii) an approach to and level of inventor involvement in the technology transfer process; iii) compliance with Board policy, institution policy and State law concerning potential conflicts of interest; and (iv) where helpful, these institution Licensing Guidelines.

In general, the role in the technology transfer process of any inventor who has a personal financial interest in a potential licensee should be kept to the minimum necessary to successfully achieve the institution's objectives in patenting, marketing, and licensing. When an inventor has a personal financial interest in a potential licensee and does not fully disqualify him or herself from involvement in the process, an independent substantive review (Licensing Decision Review - LDR) and recommendation concerning the licensee selection and other licensing decisions is required. Thus, both the institution and the inventor should understand that the extent to which the inventor is involved in the technology transfer process may be a factor in the considerations and ultimate recommendations of the LDR body. The LDR body, composed of one or more qualified individuals with appropriate expertise, knowledge and professional judgment, must independently check the original data and analysis upon which recommendations for the selection of licensees and for other licensing determinations were made by the institution and make its own independent recommendations concerning those decisions. The LDR may be performed by the a institution committee responsible for review and management of conflicts of interest; such committee, when undertaking an LDR, should have the expertise, knowledge and professional judgment required of the LDR body under these Guidelines.

The institution must ensure that disclosure and management of potential inventor conflicts of interest are handled in accordance with institution policy. By doing so, the institution can help ensure that the inventor may continue to participate in the technology development process while remaining in compliance with institution policies and State law in this area. Future issues may arise, such as an inventor's desire to bring technology back to the institution for further testing, development, and purchase for use in the lab as the licensee further develops the technology. If the institution becomes aware of such issues, the institution should ensure that other institution officials impacted by such activities on the part of the inventor (e.g., procurement, C&G office, Conflict of Interest review board, etc.) are educated about the rationale and processes needed for a successful technology transfer program.
9. Technology-specific Considerations

The following guidance supports a general understanding of the objectives, practices and issues involved in the institution licensing program with respect to specific technologies. The licensing strategies described herein are not intended to be applied in an absolute or mechanical manner. Each licensing decision is unique and a matter of professional judgment. The institution's ALOs retain complete discretion in choosing the appropriate licensee and technology management strategy for its technologies.

9.A. Research Tools

In determining an appropriate licensing strategy for an invention that is used primarily as a research tool, the institution should analyze if further research, development and private investment are needed to realize this primary usefulness. If it is not, publication, deposition in an appropriate databank or repository, widespread non-exclusive licensing, or electing not to file a patent application may be the appropriate strategy. Where private sector involvement is necessary to assist in maintaining (including reproducing), and/or distributing the research tool, where further research and development are needed to realize the invention's usefulness as a research tool, or where a licensee has the ability to enhance the usefulness, usability, or distribution of the research tool, licenses should be crafted with the goal of ensuring widespread distribution of the final research tool to the research community. Any such license should also contain a provision preserving the institution's ability to continue to practice the licensed invention and allow other educational and non-profit institutions to do so for educational and research purposes. If carefully crafted, exclusive licensing of such an invention, such as to a distributor that will sell the tool or to a company that will invest in the development of a tool from the nascent invention, could support the institution's objectives.

One particular concern is royalties assessed on sales of products that are developed using (directly or indirectly) an institution invention that is a research tool ("reach-through" royalties), rather than assessed on products actually incorporating the institution invention. The institution should note that reach-through royalties may impede the scientific process or create unreasonable restrictions on research and therefore generally should be avoided. Licensing of research tools should encourage prompt and broad access through a streamlined process. For NIH-funded inventions, see the NIH "Principles and Guidelines for Recipients of NIH Research Grants and Contracts on Obtaining and Disseminating Biomedical Research Resources."

9.B. Global Health

While many of the licensing strategies discussed below are presented in the context of global health issues, such strategies are equally applicable to other current and future emerging technologies that can be used to support humanitarian efforts in underprivileged populations (e.g., clean water, sustainable sources of energy, food sources, etc.).
As innovative healthcare technologies are discovered and, after meeting extensive development and regulatory hurdles, introduced as publicly available therapeutic or diagnostic products, the ability of underprivileged populations to access and afford these technologies may be constrained by price or distribution. In particular, healthcare and agricultural products may not be readily accessible and affordable to the world's poorest people in developing countries and as a public institution striving to uphold its public benefit mission, the institution should consider such public benefit and broad societal needs when developing licensing strategies for such technologies.

Developing "successful practices" is an evolving process, particularly for an issue as complex as balancing access by developing countries to biomedical products with ensuring timely and appropriate development and commercialization of the product. Such practices demand creative and flexible rather than rigid approaches. Entirely new business models coupled with nuanced intellectual property management strategies may be needed to produce the desired outcomes. Each situation is unique and must be addressed based on its own fact pattern to encourage licensees to make the substantial and risky investment necessary to develop biomedical products. Without appropriate and timely investments, the healthcare technology may never be developed into a product, thus eliminating access by all patients. A prescriptive approach may discourage licensees because of a perceived need to overcome too many obstacles in product development. Institutions frequently need to balance conflicting objectives and must be able to make compromises in the interest of moving a technology forward.

As part of the institution's public benefit mission, the institution should carefully consider patenting and licensing strategies that promote access to essential medical and agricultural innovations in developing countries. Although a multitude of downstream factors may affect the accessibility and affordability of essential technologies in developing countries, e.g. healthcare infrastructure, poverty, food security, international treaties and laws, sanitation, energy, and political stability, it remains possible for the institution to impart a profound life-changing impact in the developing countries through humanitarian patenting and licensing strategies.

One patenting strategy that the institution and its licensee might pursue is to limit patent protection to those developed countries with a healthcare infrastructure that can afford the healthcare products and not seek patent protection in developing countries thereby allowing other manufacturers to freely practice the technology. Some examples of alternate licensing strategies to consider could be: (i) inclusion in a license agreement of mechanisms to allow third parties to create competition that affects or lowers prices in developing countries, create incentive mechanisms for widespread distribution of the licensed product, or reserve a right for the institution to license third parties under specific humanitarian circumstances, (ii) inclusion of license terms requiring mandatory sublicensing to generic or alternative manufacturers in a developing country or a program that requires the distribution of the healthcare product at low or no cost to underprivileged populations with assurance that the licensee will continue to develop, manufacture and distribute the product to all such populations; and (iii) inclusion of uniquely crafted diligence provisions or other creative pricing tied to the patient's ability to afford the technology that are consistent with sponsor's march-in rights provision (if applicable).

Financial terms for products that address diseases that disproportionately affect developing countries should, where possible, facilitate product availability in the country of need. At a minimum,
the financial terms should recognize the low profitability of such products. The institution could also
consider foregoing royalties on products distributed in such countries or requiring the licensee to
sublicense other companies if the licensee is unwilling to invest in the development of a product
distribution network within that country.

To be most effective in promoting global health, the institution needs to pursue creativity and consider
a wide variety of patenting and licensing strategies, since the most impactful approach in one situation
may fail in others. Prescriptive guidelines dictating limited strategies could be particularly detrimental
to achieving the institution's goals of public benefit. Creative patenting and licensing strategies
addressing global health should focus on effectiveness and should aim to achieve the greatest impact
worldwide.

9.C. Software

Because of the cross-over of software and other digital media between the patent and copyright
policies, licensing of these technologies are less straight-forward than simple patent or copyright
licenses. In addition, under institution Copyright Policy, an institution may have implemented
procedures and supplementary local policies regarding licensure, disposition of royalty income, and
other rights related to copyrights. As such, copyright licensing practices will vary from institution to
institution.

9.D. Diagnostics

Licensing clinical diagnostics technologies, regardless of type (genetic or otherwise), should balance
the need of the licensee to achieve a fair return on investment with the public's need to have the test as
broadly available as possible, including enabling patients to obtain a second opinion by accessing the
test from an alternative provider. Licenses should also reserve the right for the academic
community to use the diagnostic for research purposes, including studying and independently
validating the test and employing it to advance medical research. The institution will need to take
into account that licensees can elect to commercialize the technology (i) as an FDA-approved kit
sold to end-users, (ii) as a testing service business using an in-house Laboratory Developed Test (LDT)
subject to the Clinical Laboratory Improvement Amendments (CLIA) of 1988 administered by the
Centers for Medicare and Medicaid Services, or (iii) a sequential combination of (i) and (ii) whereby
the licensee initially enters the market to generate near-term revenue with an LDT-based testing
service and subsequently obtains market approval via the costlier and lengthier FDA review process to
market a kit for sale. Licensor's that have academic medical centers need to structure their licenses to
take into account the needs of their own clinical laboratories to insure affordable access to the
licensee's FDA-approved kit or to have the right to provide an LDT in their CLIA labs (either as a
carve-out or an affordable sublicense from the licensee).

For markets that can reasonably support two diagnostics developers (e.g. melanoma), the institution
should consider co-exclusive licensing. However, for more limited markets, in order to assure
maximum availability and multiple sources, the institution might consider such approaches as (i) a time-
limited exclusive license that automatically converts to a nonexclusive license after several years, or
(ii) a license grant for the exclusive right to sell and a non-exclusive right to make and use the
patented technology. In this way the licensor can be the sole provider of an FDA-approved kit while clinical labs that cannot afford the kit can still serve patient needs with their own LDTs.

Lastly it is important to appreciate that whereas a single-source provider of an FDA-approved kit provides patients with a uniform, consistent product, LDTs developed by different clinical labs (commercial and academic) may vary in performance quality and have different degrees of false-positive and false-negative results. Thus a given patient's diagnostic outcome could vary depending on which CLIA lab performs the test.

However, ensuring test availability from more than one source can mitigate the variability from center-to-center.

9.E. Genetic Resources/Traditional Knowledge

Country laws or international treaties may influence licensing decisions where inventions are derived from genetic resources or traditional knowledge. The institution should investigate all project sponsored or collaborative research agreements, including material transfer agreements, to identify if any genetic resource or traditional knowledge was used in making the invention and if any specific requirements apply to the use of such resources. In some situations, the requirement may be attached to a collection permit or a visa document.

Even in the absence of such laws, treaties or contractual requirements, the institution should carefully consider biodiversity issues and negotiate individual agreements that recognize the origin or source of the material. Where possible, such agreements should consider benefit sharing arrangements with indigenous and custodial communities or governments in consideration for access to such biological material or traditional knowledge.

9.F Emerging Technologies

Over time, whole new fields of technology and innovation will emerge that will raise new issues for consideration. As with any emerging technology area, the evolution of "successful practices" will require careful and conscientious decisions that may vary from previously released guidance. The institution should thoughtfully consider how best to address these emerging issues so as to optimally manage institution-developed technologies for public benefit.

10. Assignment of Ownership of Institution Intellectual Property

Under certain circumstances, the institution may be required by federal law to assign rights in institution intellectual property to the federal government. In those instances when the institution determines that it is not interested in pursuing protection and commercialization, the institution may also find it necessary, under federal law and institutional policy, or desirable, in the absence of legal or contractual requirements, to assign rights in institution intellectual property to the original institution inventor(s) or author(s). In such cases, the assignment of institution intellectual property is considered appropriate. These Guidelines presume, however, that licensing is the most appropriate mechanism for commercialization of the public asset that is the
institution’s intellectual property. Except with respect to assignments to those board-approved research foundations affiliated with the institution, assignment of institution intellectual property to a third party, for commercialization or use by the third party, should be a rare occurrence. Any such assignment should be negotiated on a case-by-case basis, dependent on unique circumstances that demonstrate that a license is not appropriate, and should be made only with the approval of the institution president, or his or her designee. In no case should the institution make a present assignment of future rights in institution intellectual property.
COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL PROPERTY RIGHTS

PREAMBLE: This section outlines UI policy concerning copyrights, as they arise from university research. Particularly this section discusses the assignment of ownership to such copyrights. This section was part of the 1979 Handbook but was revised in a significant way 1) in July of 1992 to reflect changes in applicable federal law, 2) in January of 1995 by the addition of subsection C-5 to reflect the change in the Regents' intellectual property and conflict of interest rule (former IDAPA 08.01.09.101.03c), and 3) in 2007 to update terminology and add clarity to the rights and obligations of the University and of its employees and students in dealing with intellectual property, and in 2008 edited to reflect the restructuring of technology transfer functions from Idaho Research Foundation to the Office of Technology Transfer. In 2009 revisions were made to B-2 to comply with federal law. Unless otherwise noted, the text is as of July 1996. This policy was revised in July of 2014 for consistency with the revised intellectual property policy of the Board of Regents of the University of Idaho. For more information, contact the Research Office (208-885-6651). [ed. 7-98, rev. 2-07, 4-08, 7-09, 07-14]

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G. Present Assignment of Rights in Intellectual Property

A. INTRODUCTION. The UI encourages the creation of scholarly works as an integral part of its mission. UI participation in the development, marketing, and dissemination of educational materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. The UI recognizes its obligation to transfer technology and useful discoveries to society. With respect to all types of intellectual property, the rights and obligations of UI, its employees and students and other third parties shall be governed by this policy. To the extent permitted by this policy, individuals may enter into contracts with UI to address intellectual
property, in which case the contract terms shall control, provided that the contract was entered into in a manner consistent with this policy.

A-1. DEFINITIONS. For purposes of this Section 5300 and Section 5400, the following terms shall have the following meanings:

a. “electronic” shall mean relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.

b. “written” or “in writing” shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.

c. “natural person or persons” means natural person or persons involved in the creation or development of intellectual property.

d. “designated agent” means the person or entity acting on behalf of the UI, within the scope of and under authorization through a written agreement between the person or entity and UI, to protect, commercialize, other otherwise transfer rights in intellectual property subject to this policy and to, as authorized by the UI, to enforce rights in such intellectual property. A designated agent of the University may include, by way of example and not limitation, a UI-affiliated foundation approved by the Regents of the University of Idaho and acting under an operating agreement between UI and the foundation.

B. COPYRIGHTS. UI participation in the development of copyrightable works raises questions concerning the ownership and use of materials in which UI has become an active and intentional partner through substantial investment of resources. This policy is established to clarify the rights of the natural person or persons and the UI regarding ownership and use of copyrightable materials in the absence of a valid written agreement between the natural person or persons and UI. The UI acknowledges the right of faculty and staff members and students to prepare and publish certain materials that are copyrightable in the name of the natural person or persons and that may generate royalty income for the natural person or persons.

B-1. Coverage. The types of materials to which this policy applies include:

a. Study guides, tests, syllabi, bibliographies, texts, books, and articles.

b. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.

c. Programmed instructional materials.

d. Audio and video recordings.

e. Simultaneously recorded live audio and video broadcasts.
f. Dramatic, choreographic, and musical compositions.

g. Pictorial, graphic, and sculptural works.

h. Computer software, including computer programs, procedural design documents, program documents, and databases as defined below: [ed. 7-00]

(1) “Computer program” means a set of instructions that direct a computer to perform a sequence of tasks.

(2) “Procedural design document” refers to material that describes the procedural steps involved in the creation of a computer program.

(3) “Program document” refers to material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.

(4) “Data base” means a collection of data elements grouped together in an accessible format.

i. Other copyrightable materials, including materials generated in the production of any of the above works.

B-2. Assignment of Ownership. UI employees and students retain all rights in the copyrightable materials they create except in the cases of “UI-Sponsored Materials” as defined in Subsection B-2-b below, materials subject to grant of a non-exclusive license to UI for public access as described in Subsection B-2-c below, materials covered by a Grant or Contract as discussed in Subsection E below, and materials covered by a valid written agreement between the natural person or persons and the UI as discussed in Subsection B-5 below. Faculty members, staff members, and students shall, consistent with Subsection G, assign rights in copyrightable materials claimed by UI under the above-identified exceptions and shall co-operate with reasonable requests from UI for the creation of any documents and records needed to vest and memorialize UI’s rights, if any. [rev. 7-09]

a. Retention of Rights. Except as otherwise provided in Subsection B-2, above,, the natural person or persons retain the rights to: (1) copyrightable works produced while on sabbatical leave; (2) study guides and similar works; and (3) works prepared as part of the general obligation to produce scholarly or other creative works of the natural person or persons, such as, but not limited to articles, books, musical compositions, and works of art. [rev. 7-09]

b. UI-Sponsored Materials. Materials are “UI-Sponsored Materials” within the meaning of this policy, and shall be and are assigned to UI consistent with Subsection G, if the natural person or persons: (1) prepared the work as part of his or her employment duties at UI, excluding those traditional scholarly or other
creative works identified in B-2-a; (2) was specially ordered or commissioned in writing by UI or one of its distinct units to develop the work; (3) received extra pay from UI to prepare the specific materials pursuant to a valid written agreement providing that the extra pay is consideration for the preparation of the specific materials; (4) received release time from regular duties, not including sabbatical leave, to produce the specific materials; or (5) made “substantial use” of UI resources in the creation or development of the specific materials, provided however that the use of UI resources openly available to the public shall not be considered “substantial use” of UI resources.

c. University Non-exclusive License for Public Access. In order to permit UI to comply with public access mandates established by federal law or federal agency or university policy (e.g., the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161 [Consolidated Appropriations Act, 2008]) and related terms and conditions of research agreements, UI employees and students accepting research grants or contracts from, and conducting research from United States federal agencies do hereby grant UI an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable materials produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by UI to be a special arrangement for federal grants and contracts, per Subsection E below, and is not subject to the disposition of rights described in B-2-b or to negotiation under Section B-5 below. [add. 7-09]

B-3. UI Administration of UI Sponsored Materials. Absent a valid written agreement otherwise, UI Sponsored Materials are to be registered in the name of the Regents of the University of Idaho or its’ assignee. UI, through the provost or his or her designee, has the right to file registrations of UI Sponsored copyrightable works. Additionally, UI, through the provost or the provost’s designee, may market, protect, transfer, convey, license, or otherwise derive income from University-Sponsored Materials. The provost, or designee, shall undertake evaluation, protection, transfer, and commercialization of UI Sponsored Materials consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. In light of the university’s educational mission and its role in the creation of the copyrightable materials, when entering into agreements to transfer, convey, or license the copyrightable works, the university may retain an irrevocable, non-exclusive, non-transferable, royalty-free license in University-Sponsored Materials.

B-4. Royalties and Income.

a. Out of the gross receipts from royalties and other income from sale or licensing of UI Sponsored Materials, the UI, college, department, other unit, or UI’s
designated agent may recover reasonable expenses that it incurred in the development, marketing, or dissemination of the materials.

b. Absent a valid written agreement to the contrary, the net proceeds are distributed as follows: 40 percent to the natural person or persons, 40 percent to UI or its designated agent, and 20 percent to the college or service unit of the natural person or persons. In the event that any UI Sponsored Material is a jointly authored work, the portion of the net proceeds allocated to the natural person or persons, 40 percent, shall be divided among the original authors of the UI Sponsored Material and the portion of the net proceeds allocated to the college or service unit of the natural person or persons, 20 percent, shall be divided among the appropriate colleges and/or service units. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furtherance of its goals.

c. Allocation and distribution of any royalties or other income from a jointly authored work constituting UI Sponsored Material and to which ownership vests in UI and another third party shall be made in accordance with a written agreement between UI and the third party. UI’s portion of royalties or other income distributed to UI pursuant to such an agreement shall be distributed within UI following the schedule set forth in Section B-4(b), unless subject to a prior agreement between UI and the UI original author(s) of such works.

B-5. Written Agreements.

a. The provost, or designee, represents UI in negotiating agreements with the natural person or persons pursuant to this policy. The natural person or persons who authored the copyrightable material may negotiate with the provost and arrive at a mutually agreeable contract. The provost consults with the dean or departmental administrator of the department of the natural person or persons in drafting these agreements. (For purposes of this policy, “dean” includes persons with equivalent administrative capacities.)

b. Valid written agreements concerning copyright ownership, use of copyrighted materials, and distribution of royalties and income from copyrightable works which are entered into by one or more natural person or persons and the provost, or designee, supersede the provisions of this Section 5300. To be valid, such agreements must (1) comply with the terms of any relevant Grants or Contracts as discussed in Subsection E below, (2) comply with the policies of the UI Board of Regents, and 3) comply with Idaho state and federal law. [rev. 4-08]

c. The provost, or designee, represents UI in negotiating and exercising agreements with third parties with respect to the transfer and/or commercialization of UI Sponsored Materials.
B-6. Use of UI-Sponsored Materials. Use of UI Sponsored Materials under this policy is subject to the following conditions:

a. For as long as any natural person or persons involved in the creation or development of UI Sponsored Materials remains a UI employee or student, such natural person or persons may, in a professionally appropriate manner, propose revisions of the material.

B-7. Protection.

a. Allegations of unauthorized use or copyright infringement of UI Sponsored Materials should be made to the Intellectual Property Committee for investigation. The committee will recommend appropriate action to the provost.

b. If such action is initiated by UI alone or in concert with the natural person or persons, the costs are borne by UI or UI’s agent. Proceeds from the action in excess of costs are shared as provided in Subsection B-4-b.

c. If the natural person or persons involved in the creation or development of the allegedly infringed intellectual property desires to institute a suit and UI decides not to act, UI will co-operate either by assigning to the natural person or persons such rights as are necessary for the natural person or persons to pursue redress or by some other reasonable method acceptable to UI. The costs of the suit will be born by the natural person or persons desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

B-8. Liability. Defense of claims against UI employees arising from creation, development or use will be governed by the Idaho Tort Claims Act.

B-9. Waiver. Any person involved in the development of copyrightable materials governed by Section 5300 B waives any claim that otherwise legal use of the material by UI, its agents, employees, or distinct units, creates legal liability by UI, its agents, employees, or distinct units on any theory of indirect liability for allegedly infringing actions of third parties. [ed. 4-08]

C. PROTECTABLE DISCOVERIES. “Protectable Discoveries," for purposes of this Section 5300 is defined to include anything which might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret. All Protectable Discoveries made by UI employees or students at any of its facilities in the course of programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI belong to UI. The natural person or persons involved in the creation or development of such Protectable Discoveries shall and do(es) hereby assign to UI, as required by Subsection...
G., all such (1) Protectable Discoveries, (2) applications for legal protection of such Protectable Discoveries, and (3) utility patents, plant patents, design patents, and plant variety protection certificates resulting from such Protectable Discoveries. Absent a valid written agreement to the contrary, any Protectable Discoveries made by UI employees, students, or such other natural person or persons identified above with the use of facilities (other than those resources openly available to the public) owned by UI or made available to it for project or research purposes are deemed to have been made in the course of working on a research program or project of UI.

C-1. Ownership by Other Than UI. A Protectable Discovery conceived and reduced to practice by a natural person or persons wholly on his or her own time outside of his or her duties at UI and without the use of UI facilities (other than those resources openly available to the public) belongs to that natural person or persons, even though it falls within the field of competence relating to the person’s UI position. This provision also allows any Protectable Discovery made by a natural person or persons in the course of private consulting services carried out by the person in conformance with the UI’s policy on professional consulting and additional workload [see 3260] to be assigned to the consulting sponsor.

C-2. UI Processes. All Protectable Discoveries made by a natural person or persons in the course of working on a UI research program or project must be submitted to the Office of Technology Transfer (OTT). If a Protectable Discovery is accepted by OTT for development, management, marketing, licensing, or assignment in any manner for the purposes of this policy, OTT must ensure that such property is conveyed, assigned, or transferred to UI. OTT shall have full power to manage such rights and to enter into contracts and licenses concerning such rights, including the right to join in agreements with other nonprofit intellectual property-management entities. At its discretion, UI shall, through OTT, initiate and control the prosecution of patents on or otherwise secure the legal protection of Protectable Discoveries subject to assignment to UI under this policy. OTT shall be responsible for financing associated with such Protectable Discoveries, including but not limited to the payment of legal fees associated with the prosecution and/or protection of such Protectable Discoveries. In those circumstances in which OTT decides to seek legal protection for Protectable Discoveries, OTT shall provide direction to and shall be responsible for payment of legal counsel engaged by UI. OTT may, however, enter into alternate arrangements for legal protection of Protectable Discoveries by third parties, through written agreement with such third parties. OTT shall undertake protection and commercialization of Protectable Discoveries consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. [rev. 7-97, 7-06, 4-08]

a. Upon submission of intellectual property to OTT, OTT must make a formal written decision to pursue commercialization for that property within three months.
If OTT does not file for protection of the intellectual property within eighteen months of the date the disclosure was submitted, the rights shall be evaluated for return to the inventors. If OTT submits a provisional patent application for intellectual property protection, a “full” and non-provisional patent application must be submitted within nine months of the date of the submission of the provisional patent. [add. 7-97; ed. 7-98, rev. 4-08]

b. The OTT shall submit semi-annual reports, as long as UI owns the property, to both the inventor/natural person or persons of and to the college or center where the inventor(s) are located. The report will include on 1) the status of the application until such time that protection is granted, 2) the marketing activities for the property being serviced, and 3) an accounting for funds received from the property. In the event that OTT has been unsuccessful in transferring a property or filing a patent application within three years after its first acceptance, OTT must notify the college or center and inventor(s) in writing. [add. 7-97, rev. 7-06, 4-08]

c. If OTT determines not to pursue commercialization of a Protectable Discovery, the University may elect, subject to controlling federal law, including but not limited to 37 CFR 401 (“Bayh-Dole”), to reconvey, assign and transfer the Protectable Discovery to the natural person or persons (inventors) involved in the creation of the intellectual property. [rev. 4-08]

d. OTT may, in furtherance of the dissemination, use, or commercialization of UI Protectable Discoveries, engage in a range of activities including but not limited to: granting exclusive or non-exclusive licenses; assigning rights in Protectable Discoveries; entering into contracts with third parties to provide controlled access to information concerning Protectable Discoveries, materials closely related to Protectable Discoveries, or Protectable Discoveries; negotiating for acceptance of an equity interest by the Idaho Research Foundation in a company licensing a Protectable Discovery; offering guidance with respect to business planning; or making University facilities available for further development of licensed UI Protectable Discoveries or business incubation, subject to contract.

C-3. Proceeds. OTT will make provision to share the net proceeds, management, and licensing of any Protectable Discovery as follows: [ed. 4-08]

a. Legal and development expenses incurred by OTT will be reimbursed first out of the net proceeds, prior to any distributions. [rev. 4-08]

b. Absent a valid written agreement to the contrary, the net proceeds in excess of legal and development expenses shall be distributed as follows: 40 percent to the natural person or persons; 40 percent to OTT; and 20 percent to the college or service unit of the natural person or persons. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furthering its goals. [rev. 4-08]
C-4. Ownership Questions. Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the Intellectual Property Dispute Committee. The disputes will be decided in accordance with Section 5300(D).

D. DISPUTE RESOLUTION. From time to time, disputes will inevitably occur concerning ownership of the intellectual property (copyrights and Protectable Discoveries) contemplated in this Section 5300. Resolution of such disputes shall be achieved by the following procedure:

D-1. Intellectual Property Dispute Committee. The Intellectual Property Dispute Committee (IPD Committee) shall be an Ad Hoc Committee formed when necessary by appointments made by the Provost, in consultation with the Chair of Faculty Senate and the President of the Graduate and Professional Student Association (GPSA). Normally the IPD Committee shall be composed of five faculty members and two graduate students. The Provost shall appoint the chair from among the faculty members. In the event the GPSA shall fail to appoint one or more student members, the IPD Committee may nonetheless be formed by the Provost and conduct business without the GPSA student representatives. [ed. 1-10]

D-2. Recommendation by the Intellectual Property Dispute Committee. The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations or unauthorized use or copyright infringement of UI Sponsored Materials. It reviews all relevant evidence submitted to it before making its recommendation to the provost. The IPD Committee’s recommendation is to be made no later than 60 days after receiving the matter for consideration. The IPD Committee’s recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which his or her ownership rights are being determined.

D-3. Decision by the Provost. After receiving the recommendation of the IPD Committee, the provost makes a decision concerning ownership or infringement. The provost’s decision is made no later than 30 days after receiving the IPD Committee’s recommendation. That decision is transmitted in writing to the natural person or persons and to his or her departmental administrator and dean.

D-4. Appeal of the Decision of the Provost. The decision of the Provost may be appealed to the President of the University. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.
E. SPECIAL ARRANGEMENTS. Nothing in this policy shall prevent UI from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the state of Idaho for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, UI may specifically authorize acceptance of such grant upon such terms and conditions. UI may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property resulting from its sponsored research. UI may assign and license intellectual property rights to any organization, company, or commercial entity, regardless of whether that organization, company, or commercial entity is a sponsor. Provided however, that the terms of any such contractual arrangements must comply with the policies and guidelines of the SBOE and with Idaho state and federal laws.

F. RECORD-KEEPING. See Section 5500 for record-keeping procedures that are recommended in order to safeguard the property rights of UI or the faculty member in research and potentially patentable results.

G. PRESENT ASSIGNMENT OF RIGHTS IN INTELLECTUAL PROPERTY. All intellectual property to which UI claims ownership by this policy shall belong to UI, and UI employees, students, and other persons subject to this policy do hereby assign to UI all rights, including future rights, in intellectual property to which UI claims ownership by this policy or as otherwise required by policy of the UI Board of Regents, and in any related application for legal protection of such intellectual property. Any person assigning intellectual property to UI subject to this Section G. shall cooperate fully with UI in in preserving, perfecting, and protecting legal rights associated with such assigned intellectual property. Such cooperation may include, but is not limited to the execution, of confirmatory assignment to the University of particular intellectual property.
### University of Idaho Intellectual Property Policy (FSH 5300) Compliance with SBOE Intellectual Property Policy (SBOE V.M.) Requirements

<table>
<thead>
<tr>
<th><strong>SBOE Policy Requirement</strong></th>
<th><strong>UI Policy Section(s)</strong></th>
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<tr>
<td><strong>SBOE V.M. 2(d):</strong> Institutional policies setting out technology transfer administration, including evaluating, financing, assignment, marketing, protection, and the division and use of royalties, as well as amendments thereto, must be submitted to the Board for its review and approval.</td>
<td>Technology transfer administration Copyrightable Works: FSH 5300 B-3, B-4, B-5; Protectable Discoveries: FSH 5300 C-2.</td>
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<td><strong>SBOE V.M. 4(b)(i):</strong> The name of the institutional position (or office) with the authority and responsibility for carrying out the policy and binding the institution contractually.</td>
<td>Evaluating Copyrightable Works: FSH 5300 B-3 Protectable Discoveries: FSH 5300 C-2, C-2(a)</td>
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<td><strong>SBOE V.M. 4(b)(ii):</strong> Policy and plans for patent acquisition (i.e., who initiates, who pays the lawyers, and an enumeration of the duties, responsibilities, and a process for settling debates).</td>
<td>Financing Copyrightable Works: FSH 5300 B-3 Protectable Discoveries: FSH 5300 C-2</td>
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<td><strong>SBOE V.M. 4(b)(iii):</strong> The range of allowable institutional involvement in the transfer process (i.e., from licensing to acceptance of institutional ownership interests, continued development in institutional facilities for the benefit of the licensee, business planning or production assistance).</td>
<td>Assignment Copyrightable Works: FSH 5300 B-2, B-2(b), B-3, B-5, B-7; Protectable Discoveries: FSH 5300 C, C-2, C-2(c), C-2(d). FSH 5300 G.</td>
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<td><strong>SBOE V.M. 4(b)(iv):</strong> The requirement that institution employees and other persons subject to this Board policy make a present assignment to the institution of rights, including future rights, in intellectual property to which the Board claims ownership by this policy and/or the institution claims ownership by its institutional policy and in any related applications for legal protection of such intellectual property.</td>
<td>Marketing FSH 5300 C-2 Protection Copyrightable Works: FSH 5300 B-3, B-7; Protectable Discoveries: FSH C-2 Division of Royalties Copyrightable Works: FSH 5300 B-4; Protectable Discoveries: FSH 5300 C-3.</td>
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A. COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL PROPERTY RIGHTS

Purpose:
To establish ownership of copyrights, protectable discoveries and other intellectual property rights and to provide guidelines for the distribution of income received for the sale of those works. While the university claims ownership of intellectual property on behalf of the State Board of Education, the underlying purpose of such claim of ownership is to foster and advance the development of intellectual property through rigorous scientific investigation and research, and to develop, acquire and license intellectual property for the economic growth and development of Idaho and the nation.

Additional Authority:
Idaho State Board of Education Governing Policies and Procedures §V.M.
University Policy #1110 (Conflict of Interest and Commitment)
Idaho State Board of Education Institution Technology Licensing Guidelines

Scope:
Faculty, Staff, Students and Student-Employees.

Responsible Party:
Division of Research and Economic Development, 426-5732
Provost and Vice President for Academic Affairs (the Provost), 426-1212

Definitions:
Computer Program - A set of instructions that direct a computer to perform a sequence of tasks.

Copyrightable Works - Anything protectable by copyright, such as:

1. Study guides, tests, syllabi, course materials, bibliographies, texts, books, and traditional scholarly publications.
2. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.
4. Audio and video recordings.
5. Simultaneously recorded live audio and video broadcasts.


7. Pictorial, graphic, and sculptural works.

However, Computer software, including computer programs, procedural design documents, program documents, and databases as defined below shall be treated for purposes of this policy as a Protectable Discovery and not as Copyrightable Works.

Course Materials - Any materials prepared by an instructor for use in teaching a course offered by Boise State to its students, including lectures, lecture notes, syllabi, study guides, bibliographies, visual aids, images, diagrams, multimedia presentations, examinations, web-ready content and educational software. These exclude University-Sponsored Materials and University-Directed Materials.

Database - A collection of data elements grouped together in an accessible format.

Electronic - Relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.

‘Employee’ or ‘Employees’ – Faculty, staff, or student-employees of the university.

Natural Person(s) - Individuals or business entities involved in the creation, invention or development of intellectual property. This term is construed broadly as including producers of creative works in the arts and sciences and creators of literary or scholarly writing.

Net Proceeds - The gross receipts from royalties and all other income from the license, option, sale, lease or rental of Intellectual Property minus (a) the monies specifically directed within the license, option, sale, lease or rental agreement for additional sponsored research or development activities and (b) the amount recovered by the university for reasonable expenses incurred in the development, marketing, protection, registration or dissemination of the materials, including legal expenses.

Procedural Design Document - Material that describes the procedural steps involved in the creation of a computer program.

Program Document - Material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.

Protectable Discoveries - Anything that might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret and
computer software, including computer programs, procedural design documents, program documents, and databases as defined above.

Significant Additional University Support - University assistance that does not include the mere use of library resources, workshops, or university personal computers but may include stipends, significant assistance of university-provided instructional designers or other resources not openly available to employees or students.

University-Sponsored Materials - Copyrightable materials produced by employees or students where the Natural Person(s) made use of state or university resources not openly available to members of the general public in the creation or development of the specific materials. These exclude traditional scholarly publications and Course Materials written by faculty for courses offered by the university to its students.

University-Directed Materials - Copyrightable materials produced by employees where the Natural Person(s) developed the material as part of the course and scope of their specific employment duties. These exclude traditional scholarly publications and Course Materials written by faculty for courses offered by the University to its students.

‘Written’ or ‘in writing’ – Shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.

POLICY

I. Policy Statement

As an integral part of its mission, Boise State University encourages the creation of scholarly works. University participation in the development, marketing, and dissemination of educational and research materials aims for the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development.

The university must protect the investment of public resources that provide for the development of useful discoveries while ensuring that such knowledge is utilized for the betterment of Idaho and the nation. The rights and obligations of Boise State University, its employees and students and other third parties shall be governed by this policy and Idaho State Board of Education (SBOE) Governing Policies and Procedures, including but not limited to SBOE Governing Policy §V.M., and the Idaho State Board of Education Institution Technology Licensing Guidelines with respect to all types of intellectual property.
II. Arrangements for Federal, State, and Private Funding

Nothing in this policy shall prevent the university from accepting funding from, and conducting sponsored projects for, agencies of the United States Government upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property, including Course Materials. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the State of Idaho for sponsored projects.

Where receipt of funding in support of a sponsored project from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, the university may specifically authorize acceptance of such funding upon such terms and conditions. The university may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property, including Course Materials, resulting from a sponsored project. The terms and conditions of any of the above contractual arrangements must comply with the policies and guidelines of the SBOE and with Idaho state and federal laws.

III. Copyrightable Works

A. General Provisions

This policy clarifies the rights of Natural Person(s) and the university regarding ownership and use of Copyrightable Works. The university acknowledges the right of employees and students to prepare and publish copyrightable materials in the name of the natural person and that such publication may generate royalty income.

Employees and students retain all rights in the copyrightable materials they create except in the cases of:

1. University-Sponsored Materials,
2. University-Directed Materials,
3. Materials subject to grant of a non-exclusive license to the university for educational use or public access as described below,
4. Materials created through a sponsored project and covered by a grant, funding agreement or contract as discussed above in section II, and
5. Materials covered by a valid written agreement between the Natural Person(s) and the university as discussed below.
Employees and students shall cooperate with reasonable university requests for any documents and records needed to vest and memorialize the university’s rights.

Notwithstanding anything to the contrary in this policy, to permit the university to comply with public access mandates established by state or federal law or regulations and the related terms and conditions of sponsored activity agreements, employees and students accepting grants, funding or contracts from, and conducting sponsored research or other activities for United States Government agencies grant the university an irrevocable, non-exclusive, non-transferable, royalty-free license in copyrightable materials produced as a result of such sponsored activities.

B. Course Materials

The provisions of this section apply in the absence of a written agreement between the employee and Boise State.

1. For courses offered by the university to its students, Course Materials are not University-Sponsored or University-Directed Materials and are generally the property of the Natural Person(s). Such Natural Person(s) may use their Course Materials in any way that does not violate university or SBOE policy.

2. Occasionally, Course Materials are created with Significant Additional University Support. If a Natural Person(s) creates Course Materials with Significant Additional University Support, the Natural Person(s) retain ownership of the Course Materials, but they grant to the university a perpetual, fully paid-up, royalty-free, nonexclusive, sublicensable worldwide license to use, copy, distribute, display, perform, and create derivative works of such Course Materials. The university will share the Net Proceeds, if any, from the sublicense of these Course Materials to other academic institutions once yearly as follows: 40 percent to the Natural Person(s) and 60 percent to Boise State University.

3. If the Natural Person(s) are expressly commissioned by the university to create certain Course Materials, either as part of the required workload or in exchange for additional financial consideration, those Course Materials shall not be owned by the Natural Person(s) but shall be the exclusive property of the university and such Natural Person(s) irrevocably assign to the university all right, title and interest, worldwide to those Course
Materials, applications for legal protection of such Course Materials and copyrights resulting from the creation of such Course Materials.

4. The Provost is responsible for the development, management, marketing, and licensing of all Course Materials for which the university claims rights under this policy, and shall have full power to manage such rights and to enter into contracts and licenses concerning such rights.

C. University-Directed Materials

University-Directed Materials are owned by Boise State University and must be registered in the name of the university. Natural Person(s) who produce University-Directed Materials irrevocably assign to the university all right, title and interest worldwide to University-Directed Materials, applications for legal protection of such University-Directed Materials and copyrights resulting from the creation of such University-Directed Materials.

University may use University-Directed Materials for any lawful purpose of the university and shall retain all income derived from the University-Directed Materials.

D. University-Sponsored Materials

University-Sponsored Materials are owned by Boise State University and must be registered in the name of the university. Natural Person(s) who produce University-Sponsored Materials irrevocably assign to the university all right, title and interest worldwide to University-Sponsored Materials, applications for legal protection of such University-Sponsored Materials and copyrights resulting from the creation of such University-Sponsored Materials.

The university may register, protect, transfer, convey, license, or otherwise derive income from University-Sponsored Materials. In light of the university’s educational mission and its role in the creation of the copyrightable materials, when entering into agreements to transfer, convey, or license the copyrightable works, the university may retain an irrevocable, non-exclusive, non-transferable, royalty-free license in University-Sponsored Materials.

1. Royalties and Income

Net Proceeds derived from University-Sponsored Materials are distributed once yearly by the university, through its Division of Research and Economic Development (“Research Division”) as
follows: 40 percent to the Natural Person(s) and 60 percent to Boise State University.

2. Use of University-Sponsored Materials

Use of University-Sponsored Materials is subject to the following conditions:

a) “Use” means use by anyone employed by the university, or attending the university as a student, while acting within the scope of their employment or academic enterprise, or any agent of the university acting within the scope of their agency, either directly or through a grant or contract, or by any university department.

b) Use of University-Sponsored Materials for any lawful purpose of the university does not require the prior approval or notification of any of the Natural Person(s). However, for as long as any Natural Person(s) involved in the creation or development of the University-Sponsored Materials remains a university employee or student, they may propose revisions to the material in a professionally appropriate manner.

E. Waiver

Any person involved in the development of copyrightable materials governed by this policy waives any claim that otherwise legal use of the material by the university, its agents, employees or students creates legal liability by the university, its agents, employees or students on any theory of indirect liability for allegedly infringing actions of third parties.

IV. Protectable Discoveries

A. General Provisions; Irrevocable Assignment

Unless specifically provided otherwise, Protectable Discoveries are the property of Boise State University. All Protectable Discoveries, and any data or tangible materials that are associated with or embody Protectable Discoveries, discovered, developed, conceived, or reduced to practice by university employees through work performed within the scope of their duties at the university, by university employees or other persons using university resources not openly available to members of the general public, or by university employees or other persons through work performed under contracts or agreements with the university are the property of the university, effective immediately as of the time such
Protectable Discoveries are discovered, developed, conceived, or reduced to practice. Such persons, whether university employees or other persons subject to this Subsection, irrevocably assign to the university all right, title, and interest, worldwide to Protectable Discoveries, applications for legal protection of such Protectable Discoveries, and utility patents, plant patents, design patents, and plant variety protection certificates, or copyrights resulting from such Protectable Discoveries and shall cooperate with reasonable university requests for any documents and records needed to vest and memorialize the university's rights. Protectable Discoveries made by university employees or such other persons, and for which the university does not expressly disclaim ownership under this policy, are deemed to have been made under the conditions identified above for which ownership is claimed by and all rights in such Protectable Discoveries are assigned to the university. University employees must refrain from performing any act or entering into any agreement that would impair or attempt to defeat the university's rights in any Protectable Discovery.

Protectable Discoveries made by students, and without the use of university resources beyond those associated with normal coursework, will remain the property of the students, except when a Protectable Discovery is made in the course of employment at the university, or results from work directly related to employment responsibilities at the university, or from work or research performed under a grant or sponsorship.

A Protectable Discovery discovered, developed, or conceived and reduced to practice by university employees wholly on their own time, completely outside the scope of their duties at the university, and without the use of any university facilities (other than library resources) shall belong to that person, even though it falls within the field of competence relating to the natural person's university position. Any Protectable Discovery made by a university employee in the course of private consulting services carried out by the employee in conformance with the university's policy on professional consulting may be assigned to the consulting sponsor.

B. Royalties and Income

Net Proceeds derived from Protectable Discoveries are distributed by the university once yearly through its Research Division as follows: 40 percent to the Natural Person(s) and 60 percent to Boise State University. This is done in order to foster and advance scientific investigation and research at the university and to further the development of other intellectual property in order to spur the economic growth of Idaho and the nation.
V. University Processes

A. The Research Division is responsible for the development, management, marketing, licensing, and financing (such as the initial payment of legal fees) associated with the protection or registration of all Copyrightable Works and Protectable Discoveries (collectively "Intellectual Property") for which the university claims ownership under this policy, except for Course Materials. All such Intellectual Property must be disclosed to the Research Division. The Research Division has full power, responsibility, and authority to manage such rights and to enter into all contracts and licenses, including assignments, concerning such rights subject to SBOE policies and in accordance with the Idaho State Board of Education Institution Technology Licensing Guidelines.

B. Upon disclosure of Intellectual Property to the Research Division, the Research Division will communicate, as soon as practicable, its determination of whether the university wishes to pursue commercialization and/or a patent or other legal protection. The Research Division shall make reasonable efforts to complete its review and convey its determination to the Natural Person(s) disclosing the Intellectual Property within three (3) months after receiving a full and complete disclosure of the Intellectual Property.

1. If Boise State does not wish to pursue commercialization and/or patent or other formal legal protection for the Intellectual Property, the Research Division may, when allowable by any sponsored research agreements under which the Intellectual Property was disclosed, enter into a royalty-bearing license in accordance with the Idaho State Board of Education Institution Technology Licensing Guidelines for rights to the Intellectual Property with the Natural Person(s) within sixty (60) days of the date on which the determination not to pursue commercialization or formal protection of the Intellectual Property was conveyed to the Natural Person(s). In any such license, the licensee shall be responsible for all expenses, including legal expenses, relating to the Intellectual Property going forward and for the repayment of any costs and legal fees expended by the university in its prior efforts, if any, to protect or commercialize the Intellectual Property.

2. If Boise State decides to pursue commercialization and/or patent or other legal protection for the Intellectual Property, the Research Division shall when reasonable:

a) File a patent application and/or other legal protection documents within sixty (60) days of the date on which the
determination to pursue legal protection for the Intellectual Property was conveyed to the Natural Person(s);

b) Work with the Natural Person(s) to develop the terms and conditions of any license to the Intellectual Property;

c) Work with the Natural Person(s) to understand and communicate what reasonable expenses shall be deducted from any gross proceeds of the licensing agreement.

d) Not less than annually and for so long as Boise State owns the Intellectual Property, provide reports to the college or center with which the Natural Person(s) are affiliated regarding the Intellectual Property. The report will include (a) the status of any application until such time that protection is granted, (b) the marketing activities for the Intellectual Property being serviced, and (c) an accounting for funds received from the Intellectual Property. If the Research Division is unsuccessful in commercializing a property within three years after its first acceptance, the Research Division must notify the college or center in writing.

3. Boise State may, subject to state laws and to SBOE policies and in accordance with the Idaho State Board of Education Institution Technology Licensing Guidelines, negotiate terms and enter into contracts and licenses, including assignments, concerning the licensing, commercialization, or further development of Intellectual Property. This may include a grant of any or all Intellectual Property or license contract consideration to an affiliated research foundation.

VI. Protection

A. Allegations of unauthorized use or infringement of university owned Intellectual Property should be made to the Intellectual Property Dispute Committee for investigation. The committee will recommend appropriate action to the VP for Research.

B. If an infringement action is initiated by the university, the costs shall be borne by the university and are considered a reasonable expense of protecting the discovery. Proceeds from the action in excess of costs and other expenditures are shared as provided above.
C. Where the university is the owner of the Intellectual Property, only the university may initiate an infringement action notwithstanding the royalty interest of the Natural Person(s). In such matters, the decision of the university is final and the university will owe no recourse to the Natural Person(s) for such decision.

D. When licensing or conveying an interest in university owned Intellectual Property, the university will only license or convey interest when the Intellectual Property is to be further developed, used, or used to produce products for the good of society. The university will not license or convey for the sole or primary purpose of monetary gain or bringing an infringement action.

VII. Other Intellectual Property Rights

All intellectual property rights of the university, including other intellectual property rights not specifically referred to within this Policy, are to be treated in accordance with state law, SBOE Governing Policies and Procedures §V.M. and the Idaho State Board of Education Institution Technology Licensing Guidelines.

VIII. Dispute Resolution

Occasionally, disputes will arise concerning ownership of the Intellectual Property contemplated in this policy. Resolution of such disputes shall be achieved by the following procedure:

A. Intellectual Property Dispute Committee

The Intellectual Property Dispute Committee (“IPD Committee”) is an Ad Hoc Committee formed when necessary by appointments made by the VP for Research. Such appointments will be made by the VP for Research in consultation with the Provost if the matter in dispute involves Course Materials. The IPD Committee shall be composed of five (5) individuals and must include both university faculty and staff members. The VP for Research shall appoint the chair from among the committee members. Additionally, the university’s Office of the General Counsel shall appoint an ex officio representative to the IPD Committee.

The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations of unauthorized use or copyright infringement of University-Sponsored Materials. It reviews all relevant evidence submitted to it before making its recommendation to the VP for Research. The IPD Committee’s recommendation shall be
made no later than sixty (60) days after receiving the matter for consideration. The IPD Committee’s recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which their ownership rights are being determined.

B. Decision by the VP for Research

After receiving the recommendation of the IPD Committee, the VP for Research makes a decision concerning ownership or infringement. Such decision will be made by the VP for Research in consultation with the Provost if the matter in dispute involves Course Materials. The VP for Research’s decision is made no later than thirty (30) days after receiving the IPD Committee’s recommendation. That decision is transmitted in writing to the Natural Person(s) and to their departmental administrator and dean.

C. Appeal

The decision of the VP for Research may be appealed to the President of the university. The decision of the President shall be the final decision of the university.
**Boise State University Draft Intellectual Property Policy 1090**  
Compliance with SBOE Intellectual Property Policy (SBOE V.M.) Requirements

<table>
<thead>
<tr>
<th>SBOE Policy V.M. Requirement</th>
<th>BSU Draft Policy 1090 Section(s)</th>
</tr>
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</table>
| **SBOE V.M. 2(d):** Institutional policies setting out technology transfer administration, including evaluating, financing, assignment, marketing, protection, and the division and use of royalties, as well as amendments thereto, must be submitted to the Board for its review and approval. | Technology transfer administration, including evaluating, financing, assignment, marketing, and protection.  
Course Materials: Provost, see III(B)(4)  
All other IP: VPR, see V(A) |
| **Division of Royalties** | Course Materials: Provost, see III(B)  
Other Copyrightable Works: VPR, see III(C) and III(D)(1)  
Protectable Discoveries: VPR, see IV(B) |
| **SBOE V.M. 4(b)(i):** The name of the institutional position (or office) with the authority and responsibility for carrying out the policy and binding the institution contractually. | Course Materials: Provost, see III(B)(4)  
All other IP: VPR, see V(A) |
| **SBOE V.M. 4(b)(ii):** Policy and plans for patent acquisition (i.e., who initiates, who pays the lawyers, and an enumeration of the duties, responsibilities, and a process for settling debates). | Legal fees: VPR, see V(A)  
Duties and responsibilities regarding patent acquisition: VPR, see V(B)  
Dispute resolution: VPR (and Provost as necessary), see VIII |
| **SBOE V.M. 4(b)(iii):** The range of allowable institutional involvement in the transfer process (i.e., from licensing to acceptance of institutional ownership interests, continued development in institutional facilities for the benefit of the licensee, business planning or production assistance). | See V(B)3 and VII. |
| **SBOE V.M. 4(b)(iv):** The requirement that institution employees and other persons subject to this Board policy make a present assignment to the institution of rights, including future rights, in intellectual property to which the Board claims ownership by this policy and/or the institution claims ownership by its institutional policy and in any related applications for legal protection of such intellectual property. | Course Materials (when applicable): See III(B)(3)  
Other Copyrightable Works: See III(C) and III(D)  
Protectable Discoveries: See IV(A) |
IDAHO STATE UNIVERSITY
POLICIES AND PROCEDURES (ISUPP)
Intellectual Property Policy
Policy # 7010

POLICY INFORMATION
Major Functional Area (MFA): Office for Research and Economic Development
Policy Title: Intellectual Property Policy
 Responsible Executive (RE): Vice President for Research & Economic Development
 Sponsoring Organization (SO): Division for Innovation
Dates: Effective Date: June 12, 2012
Revised: __________, 2014
Annual Review: __________, 2014

I. INTRODUCTION
Idaho State University (ISU) is a Carnegie-classified doctoral research high institution committed to fostering an environment that encourages excellence in teaching, the creation of meaningful scholarly works, and research, both fundamental and applied, in areas that advance science, knowledge and solve real world problems faced by industry and society.

ISU recognizes that partnering with industry, governmental, and community entities is essential to:
- encourage the practical application of the results of institution research by industry for the broad public benefit;
- meet our obligations to sponsors of institution research;
- build research relationships with industry partners to enhance the research and educational experience of researchers and students;
- stimulate commercial uptake and investment;
- stimulate economic development; and
- ensure an appropriate return of taxpayer investments in our research.

Financial returns from technology licensing provide additional support for research and education, an incentive for faculty retention, and support of our technology transfer program. Successfully executing these initiatives will improve the quality and effectiveness of student learning and faculty development, enhance the reputation of ISU and the State of Idaho, and promote welfare and economic development of our community, state and the world.

ISU recognizes its obligation to comply with Section V.M. of the Governing Policies and Procedures of the Idaho State Board of Education (the “Board”) regarding intellectual property, and the Guidelines adopted thereunder. (Board policy and the Guidelines may be found at http://www.boardofed.idaho.gov). ISU, its employees and students and related third parties, are governed by this policy regarding all types of intellectual property rights and obligations.

II. POLICY STATEMENT
This Intellectual Property Policy applies to all ISU faculty, staff and students, as well as third parties performing work for ISU. It addresses ownership rights and revenue sharing for intellectual property. This Section is deemed to be a part of the conditions of employment for every employee of ISU, including faculty, staff and student employees, and of the conditions of enrollment and attendance for every student.

III. AUTHORITY AND RESPONSIBILITIES

Enforcement of this policy and the determination of whether a work falls within this policy is the responsibility of the Vice President for Research and Economic Development (VPR&ED) with assistance from ISU General Counsel and the Division for Innovation (DI). The DI is responsible for the protection, management, marketing, licensing of all intellectual property (defined below) for which ISU claims ownership under this policy.

IV. DEFINITIONS

For purposes of this policy, the following terms shall be defined as:

A. “copyrightable work,” means anything which constitutes an original work of authorship fixed in a tangible medium of expression and includes scholarly, professional and creative works.

B. “intellectual property” includes all types of intellectual property recognized under applicable law, including but not limited to any invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, plant variety, research data, mark, design, mask work, work of authorship, and computer software regardless of whether subject to protection under patent, trademark, copyright or other applicable laws. The term “intellectual property” is to be construed broadly as including creative works in the arts and sciences and literary or scholarly writing.

C. “ISU-Sponsored Materials” is defined in Section VI.B.1 below.

D. “protectable discoveries,” means anything that might be protected by utility patent, process patent, plant patent, design patent, mask work, or trade secret.

E. “scholarly, professional and creative work” includes a pedagogical, scholarly, literary, or artistic work created by a faculty member (including full-time, part-time, and adjunct faculty members) as part of traditional academic activity. Scholarly, professional and creative works include, but are not limited to, books, journal articles, reviews, course syllabi, tests, course assignments, monographs, scholarly papers, musical compositions, works of art, computer programs, unpublished manuscripts, and recordings or transcriptions of lectures or performances. Scholarly, professional and creative works do include protectable discoveries.

F. “written” or “in writing” includes information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.

V. PROCEDURES TO IMPLEMENT

The DI, under the direction of the VPR&ED, works with ISU faculty, staff, students, and industry and government partners to identify, protect, market and license intellectual property owned by ISU under this policy. The DI and the VPR&ED have the overall authority and responsibility for carrying out this policy and negotiating and signing contracts relating to the matters stated herein. In addition, the Provost and other applicable ISU Vice Presidents have the authority to negotiate and sign written contracts relating to certain copyrightable works under this policy as stated in Section VI.C.

VI. COPYRIGHTABLE WORKS

ISU acknowledges the right of faculty, staff members and students to prepare and publish scholarly, professional and creative works. Except as provided herein, ISU does not claim an ownership interest in such works.
A. **Ownership.** Under U.S. copyright law, an employer is presumed to own the copyright in a work created by an employee acting within the course and scope of employment. However, consistent with academic tradition, and to encourage scholarly work, ISU specifically disclaims its copyrights in the scholarly, professional, and creative works of its faculty and staff, except for “ISU-Sponsored Materials” as defined below. Except as provided below, faculty, staff members, and students retain ownership of the copyrights in the scholarly, professional and creative works they create, subject to the provisions in B. These include, but are not limited to such materials as books, workbooks, study guides, monographs, articles, and other works including music and performances, whether embodied in print, electronic format, or in other media. Ownership rights to copyrightable works created by third parties under contract with ISU will be as provided in the written contract under which the work is created. Any such contract must be in writing and signed by a person authorized to sign contracts on behalf of ISU.

B. **Exceptions.** ISU claims ownership in copyrightable works created by faculty, staff and students in the following situations:

1. **“ISU-Sponsored Materials”** Copyrightable works are “ISU-Sponsored Materials” if:
   a. they are commissioned for use by the University; or

   b. they are created by employees if the production of the materials is a specific responsibility of the position for which the employee is hired; or

   c. they are sponsored works, which are works resulting from internal grants (work created as a result of an agreement between the University and the creator(s) of the work) and external grants (work created as a result of an agreement between an external sponsor and the University). This provision does not apply to grants to perform research where the production of copyrightable materials is ancillary to the purpose of the grant. Employees and students continue to own the copyright to scholarly and other publications that present the findings of research, subject to the provisions of subsection 1 herein; or

   d. they are created by faculty, staff members, or students with the use of substantial University resources which are specifically provided to support the production of copyrightable materials. “Substantial University resources” is defined as funding, technical equipment, the paid time of other employees, or other resources over and above those which are regularly and customarily available to faculty, staff, and students as part of their regular employment or their regular academic enterprise or studies). Limited secretarial support, uses of the library for which special charges are not normally made, and the staff member’s own time (except as covered by subsections 1.a. and 1.b. herein) shall not be considered substantial University resources for purposes of this policy. Examples of “ISU-sponsored materials” which were created with the use of substantial university resources include recorded lectures or classroom presentations, audiovisual works, or other materials prepared for use in online or distance learning programs. (Note that in such instances, ISU’s claim of copyright ownership would apply only to the recorded material, and not to underlying lecture notes, research, published matter, etc., unless specifically provided otherwise in the agreement required below.) Other instances in which ISU could claim copyright ownership because of the use of substantial University resources are possible. In most cases, ISU will clarify copyright ownership in a written agreement with the creators, as set forth below, prior to committing substantial University resources.
e. Prior to the use of substantial University resources in the development of educational materials, the University shall enter into a written agreement with the author setting forth the terms of

(1) copyright ownership,

(2) division of net income from external sale, and

(3) use, revision and maintenance.

f. In the unusual circumstance in which materials are developed through the use of substantial University resources without an agreement, the University may, in its discretion, claim copyright ownership and/or a share of royalties.

2. Works covered by a valid written contract between the creator(s) and ISU as discussed in Section VI.C; and

3. Works covered by a research grant, as discussed in Section XI.

With respect to all of the copyrightable works to which ISU claims ownership under this Section, all persons, whether ISU employees or other persons subject to this Section, agree to assign and hereby irrevocably assign to ISU all right, title, and interest to such copyrightable works. ISU employees have a duty to refrain, and hereby agree to refrain, from any act that would impair or defeat ISU rights in any such copyrightable work.

C. Written Contracts with Faculty, Staff, Students and/or Third Parties. The VPR&ED or his/her designee represents ISU in negotiating contracts with any faculty member(s) creating or developing copyrightable works for ISU. Contracts with ISU staff members, students or with third parties involving the creation or development of copyrightable works may be entered into with the appropriate ISU Vice President for the functional unit paying for the work, or his or her designee. Any such contracts concerning creation of copyrighted works, including ownership, use, licensing, and distribution of royalties and income from copyrightable works supersede the other provisions of this Section. To be valid, such contracts must (1) comply with the terms of any relevant grants or contracts as discussed in Section XI below, (2) comply with the policies of Idaho State University, and (3) comply with Idaho state and federal law, including Section V.M. of the Governing Policies and Procedures of the Board.

D. Use of ISU-Sponsored Materials. Use of ISU-Sponsored Materials under this policy is subject to the following conditions:

1. Internal Use. Internal use is use by anyone employed by ISU, or attending ISU as a student, while acting within the scope of his or her employ or academic enterprise, or any agent of ISU acting within the scope of his or her agency, either directly or through a grant or contract, or by any ISU unit. Internal use of ISU-Sponsored Materials for the same general purpose for which they were developed, and revision of such materials, does not require the prior approval or notification of any of the creators. For as long as any creator remains an ISU employee or student, he or she may propose revisions of the material.

2. External Use. External use is any use other than that defined above. Licensing or sale of ISU-Sponsored Materials for external use must be preceded by a valid written contract between ISU or ISU’s designated agent and the licensee, specifying the conditions of use.

E. University Non-exclusive License for Public Access. In order to permit ISU to comply with public access mandates established by federal law or federal agency or university policy (e.g. the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161
[Consolidated Appropriations Act, 2008]) and related terms and conditions of research contracts, faculty, staff, and students accepting research grants or contracts from, and conducting research from United States federal agencies hereby grant ISU an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable works produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by ISU to be a special arrangement for federal grants and contracts, per Section XI, and is not subject to the disposition of rights described in VI.B or to negotiation or change in contracts entered into under Section VI.C.

F. Cooperation Required. Faculty members, staff members, and students must cooperate with reasonable requests from ISU for the creation of any documents and records needed to vest and memorialize ISU’s rights (whether ownership or licensing rights), if any, in copyrightable works.

G. Registration of Copyrightable Works. Absent a valid written contract otherwise, ISU-Sponsored Materials are to be registered in the name of the Idaho State University or its assignee. ISU or its designee has the right to file registrations of ISU-Sponsored Materials.

H. Liability. When either ISU or a faculty or staff member or student involved in the creation or development of works copyrighted by ISU or its assignee is alleged to have violated personal or property rights, ISU or its designated agent will assume responsibility for the defense against such allegation and the satisfaction of any judgment rendered against ISU or the faculty or staff member or student, except insofar as liability of governmental entities is limited by Idaho Code §6-903 as currently written or later amended.

I. Waiver. Any person involved in the development of copyrightable works governed by Section VI.B waives any claim that otherwise legal use of the work by ISU, its agents, employees, or units, creates legal liability for ISU, its agents, employees, or units on any theory of liability for any allegedly infringing actions of third parties.

J. Materials Protectable by Both Patent and Copyright Laws. Materials that may be protected under both patent and copyright laws (such as computer software) shall be treated as Protectable Discoveries and shall be subject to the disposition of ownership and the process for commercialization described in Section VII.

VII. PROTECTABLE DISCOVERIES

For purposes of this Section VII, the term “ISU employees” includes faculty members, staff members and student employees.

A. Claim of Ownership.

1. ISU Employees and Third Parties Performing Work for ISU: Effective immediately as of the time they are discovered, developed, conceived, or reduced to practice, all Protectable Discoveries, and any data or tangible materials that are associated with or embody Protectable Discoveries, shall be the property of ISU if they are discovered, developed, conceived, or reduced to practice:

   a. by ISU employees through work performed within the scope of their duties at ISU;
   b. by ISU employees or other persons using ISU resources not openly available to members of the general public; or
   c. by ISU employees or other persons through work performed under contracts with ISU.

2. Non-employee Students

   a. Undergraduate Students: Protectable Discoveries made by undergraduate students, and without the use of ISU resources beyond those associated with normal coursework, will remain the property of the students, except when a Protectable Discovery is made in the
course of employment at ISU, or results from work directly related to employment responsibilities at ISU or from work or research performed under a grant or other sponsorship, or is undertaken with another person who has a duty to make or has made an assignment to ISU under this policy.

b. Graduate Students: Protectable Discoveries made by graduate students in the course of employment at ISU or through research carried out as part of a post-baccalaureate or doctoral degree or other non-degree program, or resulting from work directly related to the graduate student’s employment, training or research responsibilities at ISU, or from work or research performed under a grant or other sponsorship, or undertaken with another person who has a duty to make or has made an assignment to ISU under this Section, shall be the property of ISU and shall be subject to this Section. Any Protectable Discoveries arising from a thesis or dissertation submitted as a part of the requirements for a degree shall be subject to this Section.

3. Assignment. All persons, whether ISU employees or other persons subject to this Section, agree to assign and do hereby irrevocably assign to ISU all right, title, and interest to Protectable Discoveries, applications for legal protection of such Protectable Discoveries, and utility patents, process patents, plant patents, design patents, and plant variety protection certificates, or copyrights resulting from such Protectable Discoveries. ISU employees have a duty to refrain, and hereby agree to refrain, from any act that would impair or defeat ISU rights in any Protectable Discovery.

B. Ownership by Other than ISU. A Protectable Discovery discovered, developed, or conceived and reduced to practice by ISU employees or other persons wholly on their own time, outside the scope of their duties at ISU, not performed under contracts with ISU, and without the use of ISU facilities (other than library resources) shall belong to that person, even if it falls within the field of competence relating to the person’s ISU position. This provision also allows any Protectable Discovery made by an ISU employee in the course of private consulting services carried out by the employee in conformance with ISU’s policy on professional consulting and additional workload to be assigned to the consulting sponsor.

C. Disclosure, Protection and Commercialization Processes.

1. DI is responsible for the development, management, marketing, licensing of all Protectable Discoveries for which ISU claims ownership under this policy. DI will manage Protectable Discoveries in the best interests of the state, the Board and ISU. This may include the generation of revenue, but nothing in this policy is to be interpreted as a requirement that revenue be maximized for individual creators.

2. All Protectable Discoveries must be disclosed to DI. Inventors and creators can disclose Protectable Discoveries using the disclosure form available on the DI website at http://www.isu.edu/research/innovation/.

3. Upon disclosure of a Protectable Discovery to DI, DI will evaluate the Protectable Discovery to determine the appropriate way to protect and manage it. For example, DI will evaluate whether the Protectable Discovery should be protected by trade secret, whether a patent application is warranted, or whether more research is required before a decision can be made. In making this determination, DI will take into account applicable legal standards, the degree of completion of the research or discovery, the expenses associated with the various means of protecting the Protectable Discovery, and the market for and estimated returns from commercializing the Protectable Discovery. DI will communicate, as soon as practicable, its determination regarding whether ISU wishes to pursue commercialization and/or a patent or
other legal protection. DI shall make reasonable efforts to complete its review and convey its determination to the person disclosing a Protectable Discovery within three (3) months after receiving a full and complete disclosure of the Protectable Discovery.

4. For so long as ISU owns the Protectable Discovery, DI will respond to reasonable requests for information from the persons involved in the invention of the Protectable Discovery and the college or center where the inventor(s) are located. Such information may include: a) the status of the application until such time that protection is granted, b) the marketing activities for the property being serviced, and c) an accounting for funds received from the property.

5. ISU’s marketing and commercialization efforts may include, at the discretion of the DI, transfer of an interest in the Protectable Discovery to an affiliated research foundation established for the purpose of commercialization of intellectual property. Any such transfer shall be made in a manner consistent with this Policy and the applicable policies of the State Board.

6. If DI determines not to pursue commercialization of a Protectable Discovery, ISU may elect, at its sole discretion and subject to controlling federal law including but not limited to 37 C.F.R. §401 (“Bayh-Dole”), to reconvey, assign, and transfer the Protectable Discovery to those person(s) involved in its creation.

D. Ownership Questions. Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the VPR&ED. The disputes will be decided in accordance with Section IX.

VIII. ROYALTIES AND INCOME
DI will make provision to share the net proceeds, management, protection, and licensing expenses of any Protectable Discoveries created by an ISU employee as follows:

A. Expenses. Legal, development, marketing, or other expenses incurred by ISU in relation to the intellectual property will be paid by ISU. Any net proceeds received by ISU from licensing the intellectual property will be first used to reimburse these expenses, prior to any distributions.

B. Distribution of Net Proceeds. Absent a valid written contract to the contrary, the net proceeds from licensing Protectable Discoveries created by an ISU employee or student and owned by ISU pursuant to Section VII.A are distributed as follows: 40 percent to the employee and/or student inventor(s), 40 percent to the ISU Office for Research and Economic Development, and 20 percent to the college(s) or service unit(s) of the inventor(s).

IX. DISPUTE RESOLUTION
From time to time, disputes occur concerning ownership or other matters relating to the intellectual property contemplated in this policy. Resolution of such disputes shall be achieved by the following procedure:

A. Submission to the VPR. Any disputes under this policy will be submitted to the VPR&ED for consideration and resolution. The VPR&ED may, but is not required to, form an Intellectual Property Dispute Committee to investigate and make a recommendation to the VPR&ED regarding the dispute. The Committee members may include faculty members, graduate students, and/or individuals outside of ISU and will be appointed by the VPR&ED. After receiving the recommendation of the Committee, if one is formed or, if such a committee is not formed, after reviewing the available information, the VPR&ED will make a decision concerning the matter and will transmit his/her decision in writing to the inventor(s), to their departmental administrator and dean, and to the Provost.

B. Appeal of the Decision of the VPR&ED. The decision of the VPR&ED may be appealed to the President of ISU. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.
X. PROTECTION
From time to time, allegations of unauthorized use or infringement of intellectual property owned by ISU under this policy may occur. The handling of such allegations shall be as follows:
A. Allegations should be forwarded to the VPR&ED for investigation. The VPR&ED, with the assistance of the Office of General Counsel, will investigate and may form an ad hoc committee made up of faculty, staff, graduate students, and/or outside persons. After investigation, the VPR&ED will recommend appropriate action to the President.
B. If an enforcement action is initiated by ISU alone or in concert with the inventor(s), the costs will be borne as may be agreed upon by ISU and inventors. Proceeds from the action will be first used to reimburse the expenses associated with the enforcement action, prior to any distributions. Any additional proceeds will be distributed as provided in Section VIII.B.
C. If the inventor(s) desire to institute a suit and ISU decides not to act, ISU will cooperate either by assigning to the inventor(s) such rights as are necessary for the inventor(s) to pursue redress or by some other reasonable method acceptable to ISU. The costs of the suit will be borne by the inventor(s) desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

XI. SPECIAL ARRANGEMENTS FOR FEDERAL, STATE, AND PRIVATE GRANTS
Nothing in this policy shall prevent ISU from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other state of Idaho or local agencies for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, ISU may specifically authorize acceptance of such grants upon such terms and conditions. ISU may also specifically authorize contractual arrangements with industrial sponsors for different disposition of rights in any form of intellectual property resulting from its sponsored research. Provided however, that the terms of any such contractual arrangements must comply with the policies and guidelines of the SBOE and with Idaho state and federal laws.

XII. RECORD-KEEPING.
All ISU employees and/or departments involved in creating, preserving, or managing intellectual property as defined herein shall develop and follow appropriate record-keeping procedures and shall retain all documents as required by law and applicable State Board and ISU record retention policies.

XIII. REQUIRED ISU EMPLOYEE IP CONTRACTS
Attached are documents that all employees agree to as a condition of employment at ISU:
Attachment A Employment Agreement Concerning Intellectual Property;
Attachment C Disclosure of Invention Work in Progress; and
Attachment D Disclosure of Prior Contracts.
To be used for students and/or third parties involved in research:
Attachment B Memorandum of Understanding Regarding Research Participation and University Intellectual Property Rights;

XIV. ATTACHMENTS
Attachment A Employment Agreement Concerning Intellectual Property;
Attachment B Memorandum of Understanding Regarding Research Participation and University Intellectual Property Rights;  
Attachment C Disclosure of Invention Work in Progress; and  
Attachment D Disclosure of Prior Contracts.

**PRESIDENTIAL CERTIFICATION**

_________________________________  Date:____________________

Approved by Arthur C. Vailas  
President, Idaho State University

OGC use only:  
Received by OGC on ________________ by ______ (initial).  
Published to ISUPP on ________________ by ______ (initial).
Attachment A

EMPLOYMENT AGREEMENT CONCERNING INTELLECTUAL PROPERTY

PREAMBLE: ISU uses the following form of employment agreement concerning intellectual property.

ADDITIONAL NOTICE: ISU uses the Memorandum of Understanding form of agreement concerning intellectual property with non-employee students and third parties participating in ISU research activities. This allows the non-employee student to participate in ISU’s patent/copyright income distribution program.

Employment Agreement Regarding Intellectual Property

Between

The Idaho State University and _________________________


Pursuant to those policies, I hereby agree to the following:

A. With regard to Protectable Discoveries which include but are not limited to discoveries potentially protectable as a utility patent, plant patent, design patent, plant variety protection certificate, mask work, and trade secret:

   A-1. I understand that under ISU Intellectual Property Policy (the “IP Policy”), ISU owns all Protectable Discoveries discovered, developed, conceived, or reduced to practice by ISU employees through work performed within the scope of their duties at ISU, by ISU employees using ISU resources not openly available to members of the general public, or by ISU employees or other persons through work performed under contracts with ISU.

   A-2. Consistent with my obligations under the IP Policy, as a condition of my employment by ISU, I do hereby irrevocably assign to ISU all right, title, and interest to all Protectable Discoveries discovered, developed, conceived, or reduced to practice by me through work performed within the scope of my duties at ISU, using ISU resources not openly available to members of the general public, or through work performed under contracts with ISU, except to the extent ISU has expressly waived its claim of ownership in writing.

   A-3. I will disclose to ISU’s Division for Innovation (DI) all Protectable Discoveries subject to a claim of ownership by ISU under the IP Policy. If in doubt about the ownership or protectability of a discovery, I will confer with DI.

   A-4. I will exercise my best efforts in providing relevant documentation and will participate in actions to affirm and/or secure the rights, title and interests of ISU in such Protectable Discoveries.
A-5. I will refrain from any actions that would diminish or defeat ISU’s rights in Protectable Discoveries, including any action which might create a statutory bar preventing grant of patent on an otherwise patentable invention. I recognize that publication, public use, sale or offering for sale of such Protectable Discovery may create a statutory bar. When in doubt, I will consult with DI.

B. With regard to copyrightable works, as defined in the IP Policy:

I acknowledge that copyrightable works that I create may be the property of ISU, as explained in the IP Policy. I acknowledge that I have read these provisions and agree to them. Consistent with my obligations under the IP Policy, as a condition of my employment by ISU, I do hereby irrevocably assign to ISU all right, title, and interest to any copyrightable works to which ISU claims ownership under the IP Policy. I will cooperate with reasonable requirements of ISU to promptly assign or confirm in writing any possible right I might otherwise have in any copyrightable work when such right belongs to ISU according to the IP Policy.

C. I agree to inform all students and visiting scholars wishing to participate in my university research programs, about the ISU “Memorandum of Understanding Regarding Research Participation and ISU Intellectual Property Rights” available from the DI. I will not allow any student or visiting scholar to participate in my university research program who has not signed a copy of the “Memorandum of Understanding Regarding Research Participation and ISU Intellectual Property Rights” or an alternative document negotiated between ISU’s DI and the individual.

D. Attached to this contract are Disclosure of Invention Work in Progress, and Disclosure of Prior Contracts (together the “Disclosures”). The Disclosures set forth inventions and/or work with prior employers or firms with which I currently consult that may be Protectable Discoveries. The work referenced in the Disclosures is excluded specifically from ISU’s ownership claims so long as no ISU facilities (other than library resources) are used in further development of the works referenced in the Disclosures.

E. I acknowledge that I am under no consulting or other obligation to any third person, organization or corporation that is in conflict with ISU’s Research Policies or this Intellectual Property Agreement with respect to rights to Protectable Discoveries or copyrightable works. [NOTE - Any individual who believes that she/he cannot comply with this provision must contact either ISU Office for Research and Economic Development or Division for Innovation.]

_______________________________________
Signature

_______________________________________
Printed Name

_______________________________________
Title

_______________________________________
Date
Attachment B  
Memorandum of Understanding Regarding Research Participation  
And ISU Intellectual Property Rights

This memorandum of understanding is entered into by _____________________, a student or third party at Idaho State University (“participant”), ____________ , a professor/researcher at Idaho State University (“faculty”), and Idaho State University (“ISU”). The participant is involved in research activities or enrolled in __________________________________________, which may involve working on research or design projects. These activities or projects may or may not result in the development of intellectual property in which Idaho State University and/or a sponsor may have a proprietary interest. Therefore, it is important that the participant, faculty, and ISU have a full understanding of the participant’s rights and obligations regarding these proprietary interests, and intellectual property. This memorandum sets forth the understanding of the parties.

A. The participant acknowledges receipt of copies of the relevant intellectual property policies of the State Board of Education and the ISU Intellectual Property Policy.

B. The participant agrees to promptly disclose any discoveries he/she makes that may be protectable under any intellectual property theory, including but not limited to patent, copyright, mask work, and trade secret.

C. The participant has the right to submit any thesis, dissertation, or other academic product based upon or resulting from their work as part of the fulfillment of the requirements for obtaining an undergraduate, masters, or doctoral degree from ISU resulting from collaboration with ISU provided that such submission is done in a manner that does not create a statutory bar to the later grant of patent rights in an otherwise protectable discovery.

D. As a condition of and in exchange for the opportunity to participate in these projects and the right to receive royalties, the participant does hereby irrevocably assign to ISU all right, title, and interest to any copyrightable works relating to these projects and any Protectable Discoveries (as defined in the ISU Intellectual Property Policy), applications for legal protection of such Protectable Discoveries, and including but not limited to utility patents, process patents, plant patents, design patents, and plant variety protection certificates resulting from these projects. This assignment vests rights in ISU as provided for in ISU’s Intellectual Property Policy and is subject to the participant’s right to share in royalties in the same manner as employees of ISU. Participant agrees to cooperate with reasonable requirements of ISU to promptly assign or confirm in writing any possible right participant might otherwise have in any copyrightable work or Protectable Discovery when such right belongs to ISU according to the IP Policy.

Participant ____________________________ Date __________________

Supervising Faculty ____________________________ Date __________________

Participant ______________________________________ Date __________________

Supervising Faculty ____________________________ Date __________________
Attachment C

**DISCLOSURE OF INVENTION WORK IN PROGRESS**

This disclosure is made this ___ day of __________, 20__, as part of that Employment Agreement Regarding Intellectual Property between Idaho State University (ISU) and ________________, a student or employee of ISU (the “Inventor”), dated this ___ day of __________, 20 __. This Disclosure lists all inventions and developments of the Inventor made prior to employment by, or matriculation as a student at, ISU. Subject to ISU legal review and verification by ISU’s Office for Innovation, ISU acknowledges that the inventions and developments listed below constitute the property of the Inventor or the party with whom the Inventor has contracted. A brief description of each invention is provided.

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DISCLOSURE OF PRIOR CONTRACTS

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#### Compliance with SBOE Intellectual Property Policy (SBOE V.M.) Requirements

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BOISE STATE UNIVERSITY

SUBJECT
Agreement with Collegiate Licensing Company

REFERENCE
June 2007 Board approved 10 year agreement between Boise State University and the Collegiate Licensing Company

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section V.I.3.

BACKGROUND/DISCUSSION
In 2007, Boise State University (BSU) entered into an agreement to use Collegiate Licensing Company (CLC) as its agent for licensing Boise State University logo merchandise. The original contract was for 10 years with a post term penalty payment provision. BSU has renegotiated better terms with CLC, including removal of the post term penalty payment provision.\(^1\)

All companies that manufacture products bearing BSU trademarks pay a royalty fee based upon the wholesale cost of the product. CLC manages this process and collects the royalties. The royalties are paid to BSU and then the remaining balance is retained by CLC as fees. Boise State University, the University of Idaho and Idaho State University all currently use CLC as their licensing agent.

Under the prior contract, the royalty percentages were 70% of the first $100,000, 75% of the next $100,000, 80% of the next $50,000, and 82.5% of all revenue in excess of $250,000. The term was for 10 years with a post term payment equal to the prior year’s commission payment to CLA. There were no early termination rights absent an incurable breach of contract.

Under the current contract and under the proposed contract, BSU requires licensees to comply with CLC’s Labor Codes of Conduct and also requires licensees to join the Fair Labor Association to protect the conditions for the workers who will help create BSU licensed goods.

The term of the current agreement expires June 30, 2016.

\(^1\) The 2007 agreement provided that upon termination or expiration of the agreement all rights of CLC shall terminate except that CLC shall continue to receive royalty payments “for a period of one year following termination or expiration of this Agreement on all license agreements in effect as of the date of termination or expiration of this Agreement, regardless of when such license agreements expire.”
IMPACT

Last year (FY 2014), under the prior contract, gross royalties collected by CLC for Boise State merchandise were $928,588. Of that, BSU received $744,835 and CLC retained $183,753.

The proposed contract is for an initial term of five years with an option for an additional five years, at which point the royalty rate are subject to renegotiation. During the initial term, BSU will receive 82.5% of gross royalties collected by CLC. If the renewal option is exercised, CLC and BSU will negotiate in good faith a mutually fair rate; if the parties cannot agree on a rate and if BSU’s gross royalties are between $1.5 million and $2 million, the default increased royalty payable to BSU will be 85% of gross royalties.

At any point between the end of contract year four (4) and prior to the end of contract year nine (9), BSU may give one (1) year notice to terminate without cause. Upon such termination, the CLC commission will be increased by 5 percent for the final year. There will be no post term payment due to CLC.

If the contract reaches its natural expiration in year 10, there will be no reduction in BSU’s royalties and no post term payment will be due.

ATTACHMENTS

Attachment 1 – Proposed Contract Page 3
Attachment 2 – Current Contract Page 13

STAFF COMMENTS AND RECOMMENDATIONS

This proposed contract reflects a significant renegotiation of material terms to the benefit of BSU. BSU’s royalty take will increase to 82.5% of gross revenue as opposed to a tiered royalty schedule which maxed out at 82.5%. In addition, the contract eliminates any post term payment and prohibition of early termination rights.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into the proposed contract with the Collegiate Licensing Company for licensing and marketing of logo merchandise for a term commencing retroactively on July 1, 2014 and terminating June 30, 2019, in substantial conformance with the agreement submitted to the Board as Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
AGENCY AGREEMENT

This is an Agreement between Boise State University, an institute of higher education of the state of Idaho, having its principal place of business at 1910 University Drive, Boise, Idaho 83725 ("University") and Collegiate Licensing Company, LLC, a limited liability company of the state of Georgia, having its principal place of business at 1075 Peachtree Street, Suite 3300, Atlanta, Georgia, 30309 ("CLC").

Whereas, University is the owner of certain Indicia, as hereinafter defined; and

Whereas, CLC desires to act as University’s exclusive agent to license the use of the Indicia, as hereinafter defined, in connection with the marketing of various articles of merchandise and to conduct certain Promotions, as hereinafter defined; and

Whereas, University desires to appoint CLC to act as University’s exclusive agent to license the use of the Indicia in such manner as to preserve the integrity, character and dignity of University and maintain the reputation of the Indicia as designating high quality merchandise.

Now, therefore, in consideration of the premises and the mutual promises and covenants herein contained, the parties hereto agree as follows:

1. DEFINITIONS - In addition to the terms defined elsewhere in this Agreement, as used in this Agreement, the following terms shall have the following respective meanings:

   (a) “Indicia” means the names and identifying indicia of the University including, without limitation, the trademarks, service marks, trade dress, team names, nicknames, abbreviations, city/state names in the appropriate context, slogans, designs, colors, uniform and helmet designs, distinctive landmarks, logographics, mascots, seals and other symbols associated with or referring to the University. Indicia includes those shown in Appendix A, modifications of the Indicia approved for use by the University, and any other names or identifying indicia adopted and approved for use by the University.

   (b) “Territory” means the United States of America, its territories, and possessions, and the Commonwealth of Puerto Rico, as well as United States military bases abroad.

   (c) “Licensed Articles” means products that contain the Indicia.

   (d) “Premium” means any article given free or sold at less than the usual selling price, for the purpose of increasing the sale, promoting or publicizing any other product or any service, including incentives for sales force, trade or consumer.

   (e) “Promotion” means any activity involving the presentation of Indicia through advertising, publicity, or other means of exposure, in or on merchandise, Premiums, point of purchase displays, print, electronic or any other medium.
(f) “Annual Revenue” means the revenue received by CLC resulting from the use of the Indicia, during the period of July 1st to June 30th of any year of this Agreement (“Contract Year”).

2. GRANT OF AGENCY - University appoints CLC as University’s exclusive agent to appoint licensees to use the Indicia on Licensed Articles and Premiums sold or distributed through approved channels in the Territory and to conduct Promotions in the Territory, in the manner, set forth in this Agreement. Notwithstanding the foregoing, this grant of agency shall not be exclusive, or shall not apply, with respect to any item of merchandise, Indicia, and/or company listed in Appendix B, and/or to any company doing business in a location listed in Appendix B, in accordance with the indications set forth in Appendix B. CLC shall work with the University to continue to grow and develop the University licensing program taking into account its distinct approach to licensing and its academic, athletic and business affairs as an institution of higher education. Notwithstanding any of the terms herein, University shall have full decision making over every aspect of its licensing program. CLC agrees that the artwork and licensee approval system and the retail intelligence reporting system will not be of a lesser standard than currently provided to University, and that CLC will continue to make improvements to its systems. CLC will continue to provide transparent reporting regularly, being no less than once per quarter on or around the payment accounting dates set out in Section 4 (a) below, and in addition ad hoc reporting at University’s reasonable request, in a manner that enables the University to properly manage its trademark licensing program. CLC agrees that it will provide high caliber account team of equal or better quality as currently being provided to University.

3. APPROVALS - CLC agrees that it will license the use of the Indicia only in connection with merchandise and promotions of the kind or character approved by the University. CLC acknowledges that if merchandise sold by licensees were of inferior quality in design, material or workmanship, the substantial goodwill that the University possesses in the Indicia may be impaired. Accordingly, CLC undertakes that the licensing and marketing will be done in such a way as to preserve the integrity, character and dignity of University and that the items of merchandise shall be of good quality.

   (a) CLC shall require licensees to submit items of merchandise and designs for approval prior to distribution or sale, either electronically via MyiCLC or as a sample or prototype of the actual product (hereinafter “Submissions”). CLC shall, in turn, inspect the Submissions, and then shall transmit or forward the Submissions to the University for its review in accordance with subparagraph 3(b).

   (b) Recognizing the time constraints of production schedules, University shall have two weeks from its receipt of a Submission to approve or disapprove said Submission, and if approved, with no further comment from the University, the Submission shall be deemed as accepted to serve as an example of quality for that item. In the event that the University fails to notify CLC of its decision within the two-week period, CLC will have the right to approve said Submission upon notice to the University, unless otherwise notified by the University.

   (c) CLC will submit to University for its approval all Promotions developed by CLC, as well as any Premiums related to said Promotions.
4. PAYMENTS

(a) With regard to Annual Revenue received by CLC resulting from use of the Indicia including, without limitation, royalties, minimum guarantee payments and advance payments from licensees during the Initial Term of this Agreement, as that term is defined in Section 11, CLC shall pay to University eighty two and one-half percent (82.5%) of all Annual Revenue during the Initial Term. Upon exercise by the University of the option to extend the Initial Term, as provided in Section 11, the parties shall agree to negotiate in good faith a mutually fair rate. In the event that the parties do not agree to such a rate, and provided that the Annual Revenue falls between $1.5 million and $2 million in the final Contract Year of the Initial Term, CLC shall increase the rate payable to the University to eighty five percent (85%) of all Annual Revenue for the remaining Contract Years. Payments hereunder shall be made to University quarterly within one month following each calendar quarter and shall be accompanied by a report setting forth activities resulting in said revenue and any other information as appropriate to enable an independent determination of the amounts due hereunder. CLC shall keep records of operations hereunder for at least four years after the date of payment and shall make such records reasonably available during normal business hours for examination by a representative of University to the extent necessary to verify the payments herein provided.

(b) In the event that the University exercises its termination right, per Section 11, after the 4th Contract Year of this Agreement, the CLC revenue share provided in Section 4(a) will be increased by 5% (and the University share accordingly reduced by 5%) for the final Contract Year of this Agreement.

(c) During each Contract Year of this Agreement, CLC shall pay for the University’s licensing director and one additional staff member to visit CLC’s office in Atlanta, Georgia to meet with the staff, analyze the current status and discuss the strategic initiatives of the licensing program. CLC shall also pay for the University’s licensing director and one additional staff member to attend the annual CLC seminar. CLC shall make and pay for all travel and accommodation directly.

(d) To the extent permitted by law, the University agrees that it will not disclose the terms of Paragraph 4 hereof to other colleges and universities without the prior consent of CLC, which consent shall not be unreasonably withheld.

5. MANNER OF PAYMENT - All amounts payable to University shall be paid in United States dollars by check made payable to Boise State University, and sent to Director of Trademark Licensing and Enforcement (currently Ms. Rachael Bickerton), Office of Trademark Licensing, Boise State University, 1910 University Drive, Boise, Idaho 83725.

6. LEGAL

(a) CLC agrees that, in any matter against a third party arising out of or related to this Agreement, except when University and CLC have conflicting interests, University shall have the sole right, in University’s discretion, to decide whether to file and prosecute an action or lawsuit, to control the prosecution or defense of any action or lawsuit in which University and CLC are named
parties, to appeal any judgment adverse to University as a joint or individual party, or to compromise or settle any potential or pending action or lawsuit. CLC further understands and agrees that University shall have the sole right, in University's discretion, to select and retain counsel for any of these purposes. University agrees to consult with CLC before making any final decision in any matter in which University and CLC are aligned against a third party, and University further agrees that it shall not commit CLC to the terms of any compromise or settlement which would make CLC wholly or partly responsible for the payment of money to a third party without the prior written consent of CLC, which shall not be unreasonably withheld.

(b) CLC agrees to provide, at reasonable cost to be borne by University, any evidence, documents, and testimony which may be requested by University to assist in the filing, prosecution, settlement, or appeal of any action or lawsuit, or potential action or lawsuit, in any court or in any state or federal agency, against any third party arising out of or related to this Agreement or in the defense by University of any action against University by any third party arising out of or related to this Agreement, and CLC shall join as a party plaintiff or defendant with University at University's request. In the event CLC is joined in any of said actions, either as party plaintiff or party defendant, it is understood that any expenses incurred by CLC in connection therewith, shall be paid by CLC and University shall have no liability for paying said expenses.

(c) University shall pay the costs and expenses of any action or lawsuit in any court or in any state or federal agency when University is a party thereto against a third party in any matter arising out of or related to this Agreement. Any award of attorneys' fees in any action in any court or in any state or federal agency shall be paid solely to University, and CLC shall not share therein. Any damages or profits ordered to be paid to University by any third party in any matter arising out of or related to this Agreement will, to the extent that such damages or profits are actually collected by University, be first retained by University to reimburse University fully for all costs and expenses incurred in the action or lawsuit, including compensation for the time spent by University's employees in connection with the action or lawsuit, and any remaining money, to the extent that it is compensation for royalties otherwise payable, will be divided between University and CLC as specified in Paragraph 4 of this Agreement.

7. NOTIFICATION OF CLAIMS - In the event that either University or CLC learns or becomes aware that any third party has made or may make a claim against University or CLC for any matter arising out of or related to this Agreement, the party learning or becoming aware of such actual or potential claim shall notify the other by telephone or email on the same day, and shall follow such notification with a full written report within 48 hours to be sent both by email and by United States Postal Service mail, certified and with return receipt requested.

8. INQUIRIES - University agrees that, if any potential licensee or other party directs an inquiry to University regarding Licensed Articles, Promotions, Premiums or other trademark use or licensing related issues, such inquiry will be forwarded to CLC for a response. CLC agrees that, upon receiving any inquiry from a potential licensee, whether from University or directly from such potential licensee, CLC will handle said licensee request in an expeditious manner.

9. RELATIONSHIP OF PARTIES - Nothing herein shall give CLC any right, title, or interest in
any Indicia of the University except the limited interest specifically stated in this Agreement, and all use by any licensee of any of the Indicia shall inure to the benefit of University. Neither CLC nor any licensee is empowered to state or imply, either directly or indirectly, that CLC or any licensee or any activities other than those pursuant to this Agreement and licenses issued pursuant to this Agreement are supported, endorsed or sponsored by University, and upon the direction of University, express disclaimers to that effect will be issued. Nothing herein shall be construed to place the parties in the relationship of partners or joint venturers, nor shall any similar relationship be deemed to exist between them.

10. INDEMNIFICATION - University shall have no liability for any item manufactured or sold by a licensee, and CLC shall require all licensees to indemnify and hold harmless University and officers, employees, servants, and agents thereof from any and all liability caused by or arising from workmanship, material or design of any item manufactured or sold under any Indicia pursuant to a license granted pursuant to this Agreement. CLC shall require of each licensee that it have and maintain liability insurance sufficient to cover all foreseeable product liability claims. University shall not be liable to CLC or to any licensee, as the result of activities by CLC or any licensee hereunder for infringement of any patent, copyright, or trademark belonging to any third party, or for damages or costs involved in any proceeding based upon any such infringement, or for any royalty or obligation incurred by CLC or any licensee because of any patent, copyright or trademark held by a third party except where Indicia is used as expressly authorized in this Agreement.

11. TERM - This Agreement shall have an effective date of July 1, 2014 and shall expire on June 30, 2019 (the “Initial Term”), unless sooner terminated or extended in accordance with the provisions hereof. This Agreement shall automatically be extended for additional yearly periods, through June 30, 2024, under the same terms and conditions unless either party shall give twelve (12) months written notice of termination by July 1 of the 4th Contract Year or by July 1 of any subsequent Contract Year.

12. TERMINATION OR EXPIRATION - Upon termination of this Agreement as provided in Section 11 above, CLC shall continue to receive compensation outlined in Paragraph 4 for the final Contract Year following notice of termination pursuant to Section 11.

13. DEFAULT - If either University or CLC shall fail to perform any of the material terms or conditions of this Agreement and such material breach shall not have been cured within thirty (30) days after the non-defaulting party has given written notice thereof, the non-defaulting party shall have the right to terminate this Agreement, without prejudice to the right of compensation for losses and damages.

14. INSOLVENCY - To the extent then permitted by law, this Agreement shall be terminated immediately if CLC shall make any assignment for the benefit of creditors, or shall file any petition under the Bankruptcy Act for reorganization, or file a voluntary petition of bankruptcy, or be adjudicated bankrupt or insolvent, or if any receiver is appointed for its business or property, or if any trustee in bankruptcy or insolvency shall be appointed under the laws of the United States or of the several states.
15. **NOTICES** - All notices and statements to be given and all payments to be made, shall be given or made to the parties at their respective addresses set forth herein, unless notification of a change of address is given in writing. Unless otherwise provided in the Agreement, all notices shall be sent by certified mail, return receipt requested with a copy sent by facsimile, the receipt of which is confirmed by confirmation document; email, confirmed by email receipt confirmation notice; or nationally recognized overnight delivery service that provides evidence of delivery, and shall be deemed to have been given at the time they are sent.

16. **SEVERABILITY** - In the event any portion of this Agreement is declared invalid or unenforceable for any reason, such portion is deemed severable herefrom and the remainder of this Agreement shall be deemed and remain fully valid and enforceable.

17. **NONASSIGNABILITY** - This Agreement and any rights herein granted are personal to CLC and shall not be assigned, sublicensed or encumbered without University’s written consent except that the Agreement and rights may be assigned along with CLC’s entire business in licensing the marks of universities, provided the obligations of the Agreement are assumed by the assignee.

18. **INTEGRATED AGREEMENT** - This Agreement constitutes the entire agreement and understanding between the parties hereto and specifically cancels, terminates and supersedes any prior agreement or understanding relating to the subject matter hereof between the University and CLC. There are no representations, promises, agreements, warranties, covenants or understandings other than those contained herein. None of the provisions of this Agreement may be waived or modified except expressly in writing and signed by both parties. However, failure of either party to require the performance of any term in this Agreement or the waiver by either party of any breach thereof shall not prevent subsequent enforcement of such term nor be deemed a waiver of any subsequent breach. Paragraph headings are for convenience only and shall not add to or detract from any of the terms or provisions of this Agreement. When necessary for appropriate meaning, a plural shall be deemed to be the singular and a singular shall be deemed to be the plural.

19. **APPLICABLE LAW; JURISDICTION AND VENUE** - This Agreement shall be construed in accordance with the laws of the state of Idaho. Any legal proceeding instituted between the parties to this Agreement shall be in the courts of the County of Ada, State of Idaho, and each of the parties agrees to submit to the jurisdiction of such courts.

20. **APPROVAL OF AGREEMENT** - This Agreement shall be subject to approval by the Idaho State Board of Education.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

**BOISE STATE UNIVERSITY**

By: _________________________

Stacy Pearson

**COLLEGIATE LICENSING COMPANY, LLC**

By: _________________________

Cory Moss
APPENDIX A
LICENSED INDICIA

BOISE STATE UNIVERSITY is the owner of all rights, title and interest in and to the following Indicia, which includes trademarks, service marks, trade names, designs, logos, seals and symbols.

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IN ADDITION TO THE INDICIA SHOWN ABOVE, ANY INDICIA ADOPTED HEREAFTER AND USED OR APPROVED FOR USE BY BOISE STATE UNIVERSITY SHALL BE DEEMED TO BE ADDITIONS TO THE INDICIA AS SHOWN ABOVE AND SHALL BE SUBJECT TO THE TERMS AND CONDITIONS OF THE AGREEMENT.

NOTE: The marks of Boise State University are controlled under a licensing program administered by The Collegiate Licensing Company. Any use of these marks will require written approval from The Collegiate Licensing Company.

SCHOOL COLORS:

- Primary Colors:
  - Royal Blue
  - Orange

- Secondary Colors:
  - Black
  - White

- Tertiary Colors:
  - Light Gray
  - Royal Gray

ADDITIONAL INFORMATION:

- The primary mark or color is to be used on all products.
- The secondary marks or colors may be used on any product, as determined by Boise State University.

In addition to the Indicia shown above, any Indicia adopted hereafter and used or approved for use by Boise State University shall be deemed to be additions to the Indicia as shown above and shall be subject to the terms and conditions of the Agreement.

Note: The marks of Boise State University are controlled under a licensing program administered by The Collegiate Licensing Company. Any use of these marks will require written approval from The Collegiate Licensing Company.
APPENDIX B

EXCEPTIONS

The University concurs in the basic concept that no user of its marks and logos should be exempt from royalty payments and will make every good faith effort to comply with this concept. However, the University reserves the right to exempt any user from royalty payments if circumstances warrant that it would be in the best interests of the University, and does not unduly impact CLC’s ability to generate royalties under this Agreement. The exceptions are set forth below.

- University purchases for internal consumption.
- Boise State Bookstore – stationery items and school supplies only.
- License plates issued through the Idaho Department of Vehicles
- Merchandise produced under University’s crafter license program
- Non-merchandise licensing agreements such as corn mazes, sponsorship agreements and the like.
AGENCY AGREEMENT

This is an Agreement between Boise State University, an agency of the state of Idaho, having its principal place of business at Boise, Idaho 83725 ("University") and The Collegiate Licensing Company, a corporation of the state of Georgia, having its principal place of business at 290 Interstate North, Suite 200, Atlanta, Georgia 30339 ("CLC").

Whereas, University is the owner of certain designations including designs, trademarks, service marks, logographics, symbols and other Indicia, as hereinafter defined; and

Whereas, CLC desires to act as University’s exclusive agent to license the use of one or more of the Indicia, as hereinafter defined, in connection with the marketing of various articles of merchandise and to conduct certain Promotions, as hereinafter defined; and

Whereas, University desires to appoint CLC to act as University’s exclusive agent to license the use of the Indicia in such manner as to preserve the integrity, character and dignity of University and maintain the reputation of the Indicia as designating high quality merchandise.

Now, therefore, in consideration of the premises and the mutual promises and covenants herein contained, the parties hereto agree as follows:

1. DEFINITIONS - For the purposes hereof:

   (a) “Indicia” means the designs, trademarks, service marks, logographics and symbols which have come to be associated with the University including those set forth in Appendix A hereto.

   (b) “Territory” means the United States of America, its territories, and possessions, and the Commonwealth of Puerto Rico, as well as United States military bases abroad.

   (c) “Premium” means any article given free or sold at less than the usual selling price, for the purpose of increasing the sale, promoting or publicizing any other product or any service, including incentives for sales force, trade or consumer.

   (d) “Promotion” means any activity involving the presentation of Indicia through advertising, publicity, or other means of exposure, in or on merchandise, Premiums, point of purchase displays, print, electronic or any other medium.

   (e) “Annual Revenue” means the revenue received by CLC resulting from the use of the Indicia, during the period of July 1st to June 30th of any year of this Agreement.

2. GRANT OF AGENCY - Subject to the limitations of Paragraph 4, University appoints CLC as University’s exclusive agent to appoint licensees to use the Indicia on merchandise sold through retail channels in the Territory and to conduct Promotions in the Territory in the manner, but only in the manner, hereinafter set forth.
3. APPROVALS - CLC agrees that it will permit the use of the Indicia only in connection with merchandise and promotions of the kind or character approved by the University. CLC acknowledges that if merchandise sold by licensees were of inferior quality in design, material or workmanship, the substantial goodwill that the University possesses in the Indicia may be impaired. Accordingly, CLC undertakes that the marketing will be done in such a way as to preserve the integrity, character and dignity of University and that the items of merchandise shall be of high quality. To assure the implementation of the stated purposes, CLC will:

(a) For merchandise of the types described in Appendix B attached hereto, CLC will inspect a sample of the merchandise, and shall submit to the University for its approval in accordance with subparagraph 3(c), specification descriptions of the merchandise, photographs thereof, and, if amenable, sample swatches. In addition, when appropriate, on a rotating basis with other universities being represented by CLC with regard to the same merchandise, CLC may submit actual samples to one or more of said other universities. If approved by the University and if CLC believes that the sample is of the quality contemplated by this Agreement, CLC may approve the sample as the prototype of merchandise for production and sale.

(b) For merchandise of types not described in Appendix B or for which the indicia to be used thereon depart significantly from the Indicia in Appendix A, CLC shall, before it permits the sale or distribution of any item of merchandise, furnish to University free of cost, for its approval, a sample of each item of merchandise.

(c) Recognizing the time constraints of production schedules, University shall have two weeks from receipt of a sample for approval in which to reject said sample, and in the absence of rejection, or upon earlier written acceptance, the sample shall be deemed as accepted to serve as an example of quality for that item. Only items manufactured in accordance with the corresponding samples accepted hereunder, and which have substantially the same relative quality position in the marketplace as do the samples thereof, may be permitted to bear the Indicia. However, CLC may furnish to University a further sample of any item of merchandise for which a change in quality, style and/or appearance is desired, and University shall have two weeks from receipt thereof in which to reject the further sample in writing; failure to reject will be deemed to be approval of the further sample as an example of quality for that item of merchandise.

(d) CLC will submit to University for its approval all Promotions developed by CLC.

4. EXCEPTIONS - The grant of Paragraph 2 shall not be exclusive, or shall not apply with respect to any item of merchandise, Indicia, and/or company listed in Appendix C hereto, and/or to any company doing business in a location listed in Appendix C, in accordance with the indications set forth in Appendix C.
5. **PAYMENTS**

(a) With regard to Annual Revenue received by CLC resulting from use of the Indicia including, without limitation, royalties, minimum guarantee payments and licensing fees from licensees during the Term, and any extensions and/or renewals, of this Agreement, CLC shall pay to University seventy percent (70%) of the first one hundred thousand dollars ($100,000), seventy five percent (75%) of the next one hundred thousand dollars ($100,000), eighty percent (80%) of the next fifty thousand dollars ($50,000), and eighty two and one-half percent (82.5%) of all revenue in excess of two hundred fifty thousand dollars ($250,000). Payments hereunder shall be made to University quarterly within thirty (30) days following each calendar quarter and shall be accompanied by a report setting forth activities resulting in said revenue and any other information as appropriate to enable an independent determination of the amounts due hereunder. CLC shall keep records of operations hereunder for at least four years after the date of payment and shall make such records reasonably available during normal business hours for examination by a representative of University to the extent necessary to verify the payments herein provided.

(b) To the extent permitted by law, the University agrees that it will not disclose the terms of Paragraph 5 hereof to other colleges and universities without the prior consent of CLC, which consent shall not be unreasonably withheld.

6. **MANNER OF PAYMENT** - All amounts payable to University shall be paid in United States dollars by check made payable to Boise State University, and sent to Mr. Brad Larrondo, Assistant Athletic Director, Boise State University, 1910 University Drive, Boise, Idaho 83725-1020.

7. **LEGAL**

(a) CLC understands and agrees that, except when University and CLC have conflicting interests, University shall have the sole right, in University’s discretion, to control the prosecution or defense of any action or lawsuit in which University and CLC are named parties, to decide whether to file and prosecute an action or lawsuit, or to appeal any judgment adverse to University as a joint or individual party, or to compromise or settle any potential or pending action or lawsuit, in any matter against a third party arising out of or related to this Agreement. CLC further understands and agrees that University shall have the sole right, in University’s discretion, to select and retain counsel for any of these purposes. University agrees to consult with CLC, to the extent that it is feasible and not prejudicial to University’s interest, before making any final decision in any matter in which University and CLC are aligned against a third party, and University further agrees that it shall not commit CLC to the terms of any compromise or settlement which would make CLC wholly or partly responsible for the payment of money to a third party without the prior written consent of CLC, which shall not be unreasonably withheld.

(b) CLC undertakes and agrees to provide, at reasonable cost to be borne by University, any evidence, documents, and testimony which may be requested by University to assist in the filing,
prosecution, settlement, or appeal of any action or lawsuit, or potential action or lawsuit, in any court or in any state or federal agency, against any third party arising out of or related to this Agreement or in the defense by University of any action against University by any third party arising out of or related to this Agreement, and CLC shall join as a party plaintiff or defendant with University at University’s request. In the event CLC is joined in any of said actions, either as party plaintiff or party defendant, it is understood that any expenses incurred by CLC in connection therewith, shall be paid by CLC and University shall have no liability for paying said expenses.

(c) University shall pay the costs and expenses of any action or lawsuit in any court or in any state or federal agency when University is a party thereto against a third party in any matter arising out of or related to this Agreement. Any award of attorneys’ fees in any action in any court or in any state or federal agency shall be paid solely to University, and CLC shall not share therein. Any damages or profits ordered to be paid to University by any third party in any matter arising out of or related to this Agreement will, to the extent that such damages or profits are actually collected by University, be first retained by University to reimburse University fully for all costs and expenses incurred in the action or lawsuit, including compensation for the time spent by University’s employees in connection with the action or lawsuit, and any remaining money, to the extent that it is compensation for royalties otherwise payable, will be divided between University and CLC as specified in Paragraph 5 of this Agreement.

8. NOTIFICATION OF CLAIMS - In the event that either University or CLC learns or becomes aware that any third party has made or may make a claim against University or CLC for any matter arising out of or related to this Agreement, the party learning or becoming aware of such actual or potential claim shall notify the other by telephone on the same day, and shall follow such telephonic notification with a full written report within 48 hours.

9. INQUIRIES - University agrees that, if any potential licensee of any Indicia directs an inquiry to University, such inquiry will be forwarded to CLC for a response. CLC agrees that, upon receiving any inquiry from a potential licensee, whether from University or directly from such potential licensee, CLC will handle said licensee request in an expeditious manner.

10. RELATIONSHIP OF PARTIES - Nothing herein shall give CLC any right, title, or interest in any Indicia of the University except the limited interest specifically stated in this Agreement, and all use by any licensee of any of the Indicia shall inure to the benefit of University. Neither CLC nor any licensee is empowered to state or imply, either directly or indirectly, that CLC or any licensee or any activities other than those pursuant to this Agreement and licenses issued pursuant to this Agreement are supported, endorsed or sponsored by University, and upon the direction of University, express disclaimers to that effect will be issued. Nothing herein shall be construed to place the parties in the relationship of partners or joint venturers, nor shall any similar relationship be deemed to exist between them.
11. INDEMNIFICATION - University shall have no liability for any item manufactured or sold by a licensee, and CLC shall require all licensees to indemnify and hold harmless University and officers, employees, servants, and agents thereof from any and all liability caused by or arising from workmanship, material or design of any item manufactured or sold under any Indicia pursuant to a license granted pursuant to this Agreement. CLC shall require of each licensee that it have and maintain liability insurance sufficient to cover all foreseeable product liability claims. University shall not be liable to CLC or to any licensee, as the result of activities by CLC or any licensee hereunder for infringement of any patent, copyright, or trademark belonging to any third party, or for damages or costs involved in any proceeding based upon any such infringement, or for any royalty or obligation incurred by CLC or any licensee because of any patent, copyright or trademark held by a third party except where Indicia is used as expressly authorized in this Agreement.

12. TERM - This Agreement shall begin on July 1, 2006 and shall expire on June 30, 2016, unless sooner terminated or extended in accordance with the provisions hereof. This Agreement shall automatically be extended for additional yearly periods under the same terms and conditions unless either party shall give written notice of termination at least ninety (90) days prior to the end of the respective period.

13. TERMINATION OR EXPIRATION - Upon termination or expiration of this Agreement, all rights of CLC shall forthwith terminate except that CLC shall continue to receive compensation outlined in Paragraph 5 for a period of one year following termination or expiration of this Agreement on all license agreements in effect as of the date of termination or expiration of this Agreement, regardless of when such license agreements expire. However, CLC shall not have the right to receive such compensation in the event that the University terminates the Agreement as a result of a breach of the Agreement by CLC, or if CLC terminates the Agreement for any reason.

14. CORRESPONDENCE OF LICENSES - The term of any license granted by CLC shall, as far as feasible, terminate no later than the termination of this Agreement.

15. DEFAULT - If either University or CLC shall fail to perform any of the material terms or conditions of this Agreement and such material breach shall not have been cured within thirty (30) days after the non-defaulting party has given written notice thereof, the non-defaulting party shall have the right to terminate this Agreement, without prejudice to the right of compensation for losses and damages.

16. INSOLVENCY - To the extent then permitted by law, this Agreement shall be terminated immediately if CLC shall make any assignment for the benefit of creditors, or shall file any petition under the Bankruptcy Act for reorganization, or file a voluntary petition of bankruptcy, or be adjudicated bankrupt or insolvent, or if any receiver is appointed for its business or property, or if any trustee in bankruptcy or insolvency shall be appointed under the laws of the United States or of the several states.
17. NOTICES - All notices and statements to be given and all payments to be made hereunder, shall be given or made at the respective addresses of the parties as set forth above unless notification of a change of address is given in writing. Any notice shall be sent by registered or certified mail, or by mailgram, telex, TWX, telegram, or facsimile, and shall be deemed to have been given at the time it was mailed or transmitted.

18. SEVERABILITY - In the event any portion of this Agreement is declared invalid or unenforceable for any reason, such portion is deemed severable herefrom and the remainder of this Agreement shall be deemed and remain fully valid and enforceable.

19. NONASSIGNABILITY - This Agreement and any rights herein granted are personal to CLC and shall not be assigned, sublicensed or encumbered without University’s written consent except that the Agreement and rights may be assigned along with CLC’s entire business in licensing the marks of universities, provided the obligations of the Agreement are assumed by the assignee.

20. INTEGRATED AGREEMENT - This Agreement constitutes the entire agreement and understanding between the parties hereto and cancels, terminates and supersedes any prior agreement or understanding relating to the subject matter hereof between the University and CLC. There are no representations, promises, agreements, warranties, covenants or understandings other than those contained herein. None of the provisions of this Agreement may be waived or modified except expressly in writing and signed by both parties. However, failure of either party to require the performance of any term in this Agreement or the waiver by either party of any breach thereof shall not prevent subsequent enforcement of such term nor be deemed a waiver of any subsequent breach. Paragraph headings are for convenience only and shall not add to or detract from any of the terms or provisions of this Agreement. When necessary for appropriate meaning, a plural shall be deemed to be the singular and a singular shall be deemed to be the plural.

21. APPLICABLE LAW - This Agreement shall be construed in accordance with the laws of the state of Idaho.

22. APPROVAL OF AGREEMENT – This Agreement may not take effect until it has been approved by the Idaho State Board of Education.

BOISE STATE UNIVERSITY

By:  

Stacy Pearson

Title: Vice President for Finance and Administration

Date: 12-22-06

THE COLLEGIATE LICENSING COMPANY

By:  

William P. Battle

Title: President and Chief Executive Officer

Date: 1-09-07
BOISE STATE UNIVERSITY

SUBJECT
Alumni and Friends Center Development and Occupancy Agreement

REFERENCE
February 2008 The Idaho State Board of Education (Board) approved University/Foundation Land Exchange Agreement
February 2013 Board approved modification to University/Foundation Land Exchange Agreement

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections V.E.2.b.v, vi, xvi and V.I.2

BACKGROUND/DISCUSSION
In 2008 the Board approved a land exchange agreement between Boise State University (BSU) and the Boise State University Foundation. A modification to that agreement was approved by the Board in 2013. The purpose of the land exchange agreement was to provide the Foundation ownership of and the opportunity to redevelop the project site for the future Alumni and Friends Center. BSU, the Foundation, and the Alumni Association share a common mission to engage the community to support BSU, including its students and alumni. This new facility will not only provide much needed office space for BSU, Foundation and Alumni Association staff, but it will also provide modern meeting and event spaces for enhanced community engagement activities. This facility will be a prominent building near the east entrance to the campus and represents a significant improvement to BSU campus.

The Alumni and Friends Center is not a BSU project and is being funded by donations and other funds secured by the Foundation; however, BSU will occupy a large percentage of the facility and the commitment required for such use requires Board approval.

Attachment 1 is an “Agreement for the Development, Occupancy, Ownership and Use of the Alumni and Friends Center” detailing the financial and operational commitments for which BSU seeks Board approval.

The proposed commitment is very similar to the Board approved transaction for the Ron and Linda Yanke Family Research Park. In that transaction the Foundation raised private donations and issued debt to secure the facility. The cost of the Foundation’s debt was passed through to BSU in the form of an annual lease payment. The BSU was then responsible for the lease payment, operations and maintenance of the facility. When the Foundation’s debt was fully
serviced, the lease payments ceased and ownership of the Yanke facility was deeded to BSU.

Similarly, the Foundation and Alumni Association have secured considerable private donations for the Alumni and Friends Center (approximately $7 million), but the project needs an additional $5 million to be fully funded.

**IMPACT**

The Foundation intends to secure a maximum of $5 million in debt (less if more is fundraised) to finance the remainder of the funds needed for this project. The Foundation has worked closely with BSU in soliciting financing bids from local financial institutions. The current leading bid is a proposed ten year, fixed interest rate loan, at an annual interest rate of 2.32%. Those terms, when applied to a $5 million loan amount, result in an annual loan payment of approximately $566,000. This information is based on a bid received June 25, 2014. The Foundation will not enter into the loan agreement until Board approval of Attachment 1. As such the interest rate quoted for the loan is subject to market conditions and may change.

The Foundation’s cost of debt will be passed through to BSU in the form of an annual lease payment. After ten annual lease payments (assuming a ten-year fully amortized loan), the Foundation’s debt will be fully serviced and the Foundation will deed the property to BSU.

In addition to the annual lease payment, BSU is responsible to operate and maintain the facility. The Foundation’s property, building, and Agreement (Attachment 1) with BSU may be used as security for the loan.

**ATTACHMENTS**

Attachment 1 - Occupancy, Ownership and Use Agreement Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

The referenced Agreement provides that in the event the Foundation finances unmet project costs, the “Foundation will make reasonable efforts to finance the debt on the most favorable terms available.” If required by the lender, BSU would guaranty the loan, subordinate to “any obligations that are a priority to any secured creditors of BSU.”

In addition to lease payments sufficient to pay down principal and interest on the loan, the Agreement commits BSU to pay as additional rent (i) “any loan fees, or other costs, fees and expenses associated with the financing of … design and construction;” and (ii) expenses incurred in excess of project costs, including insurance and property taxes.

Whereas the Foundation exists for the benefit of BSU, the terms of this proposed Agreement are reasonable. Staff recommends approval.
BOARD ACTION

I move to authorize Boise State University to enter into the University/Foundation Development, Occupancy, Ownership and Use Agreement in substantial conformance with the document as presented in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
AGREEMENT FOR THE DEVELOPMENT, OCCUPANCY, OWNERSHIP AND USE OF THE ALUMNI AND FRIENDS CENTER

THIS AGREEMENT is made and entered into this _____ day of __________, 2014 (“Effective Date”), by, among, and between BOISE STATE UNIVERSITY, an agency and institution of higher education of the State of Idaho (the “University”) and BOISE STATE UNIVERSITY FOUNDATION, INC., an Idaho nonprofit corporation separate and independent from Boise State University but existing solely to engage in activities designed to support and benefit University (the “Foundation”), and the BOISE STATE UNIVERSITY ALUMNI ASSOCIATION, INC., an Idaho nonprofit corporation (the “Alumni Association”).

RECITALS

WHEREAS, consistent with its purpose to engage in activities designed to support and benefit University, University, Foundation, and Alumni Association have completed a Real Property Exchange and Charitable Contribution Agreement (“Exchange Agreement”) to exchange properties which resulted in the Foundation’s ownership of certain parcels of real property formerly owned by University and Alumni Association, and described more fully on Exhibit A hereto (the “Foundation Property”); and

WHEREAS, the three parties are mutually interested in the development of the Foundation Property by virtue of construction by the Foundation of a new “Alumni and Friends Center” building or alternatively named building and other improvements (the “Building”) on the Foundation Property as contemplated by State Board of Education formal action on February 21, 2013 at its regular meeting; and

WHEREAS, upon Foundation’s completion of the Building and upon the occurrence of the Foundation incurring debt to cover a portion of the construction costs, the parties have agreed that a portion of the Building’s office or other space will be leased from the Foundation to University; and

WHEREAS, at a point in the future, the University, Foundation, and Alumni Association have further agreed that the Foundation will deed the Foundation Property (to the real property and improvements including the Building) back to the University, and that University will likewise lease a portion of the Building back to the Foundation; and

WHEREAS, the parties have agreed that the Alumni Association shall have certain rights to use the Building; and
WHEREAS, these Recitals shall be limited by and construed to be in accordance with the terms and conditions contained in the body of the Agreement set forth below.

AGREEMENT

NOW THEREFORE, in consideration of the mutual covenants, conditions, agreements and obligations contained herein, University, Foundation and Alumni Association agree as follows:

1. Design and Construction Costs.
The Building will be designed and constructed by the Foundation upon the Foundation Property at an estimated total project cost of $12,000,000 ("Project Cost"). Approximately $7,000,000 has, as of the date of execution, been received by the Foundation from generous donors and is being held and reserved, and shall be applied to the total construction cost of the Building and other improvements (collectively, the “Project”). The remaining balance of approximately $5,000,000 is anticipated to be raised either by continued donations or through the use of a loan or other debt instrument.

2. Aid and Assistance; Design Collaboration; Compliance with University Design Standards.
   a. University agrees to cooperate with and assist the Foundation during the City of Boise permitting process for design and construction of the Building. Notwithstanding University’s agreement to cooperate with and assist Foundation, Foundation acknowledges and agrees that University is not responsible for the outcome of such permitting process, and all final decisions regarding design and construction, and permitting responsibility, rest with the Foundation.
   
   b. Preliminary design plans for the Building are attached as Exhibit B. Foundation will collaborate with University and Alumni Association in the continued development of the design of the Building, including but not limited to Building exterior design (including, without limitation, Building elevation, materials, color, canopy sections and other pertinent details), Building density, and Building height. The final design and construction of the new Building will meet the design and guideline standards established by University Architectural & Engineering Services.

3. Construction Costs and Financing; University Guaranty
In the event Foundation receives a loan or otherwise incurs debt to fund the remaining unmet construction costs of approximately $5,000,000, Foundation will make reasonable efforts to finance the debt on the most favorable terms available, and the debt may be structured in any manner, including but not limited to traditional or balloon financing or tax-exempt bond financing. The University shall guaranty the loan, upon the request of the Foundation if required by the lender or if such guaranty would result in more favorable financing terms. Execution by the University of any of guaranty documents required by this Section shall not create any obligations that are a priority to
any secured creditors of the University. Foundation will apply all future donations to the Building which are not otherwise restricted, less any gift or administration fees or related costs, to the repayment of the principal until such time as the debt is repaid, and University shall pay all other amounts due to principal and interest due and owing during the term of the loan and upon maturity of the loan in consideration for the University’s lease of the University Office Space, as further set forth in Section 5 below.

4. Construction
Foundation will begin construction of the Building to have approximately 39,000 square feet within one (1) year following the Effective Date of this Agreement, unless it is necessary in the Foundation’s reasonable discretion to extend the construction commencement date.

5. Lease of a Portion of Building to University if Foundation Incurs Debt.
In the event Foundation incurs debt to fund the remaining unmet construction costs (the “Debt Obligation”), Foundation shall lease the “University Office Space,” defined as all of the Building except the Foundation Office Space (defined below) and provide the University with the quiet enjoyment of the University Office Space pursuant to the terms set forth herein (the “University Lease”). The Foundation shall retain office space within the Building that is adequate to accommodate its staff (the “Foundation Office Space”) in an amount generally consistent with the Foundation’s historical usage of space per staff member, and any dispute concerning such allocation shall be resolved in accordance with Section 11 of this Agreement. The Lease shall contain the following terms and conditions:

a. In consideration for the leased University Office Space, University shall pay lease payments (the “Lease Payments”) which shall be sufficient to pay the amount of principal, if any, including any mandatory prepayment or redemption, and interest on the Foundation’s Debt Obligation coming due on the next applicable payment date.

b. In addition, the University shall pay as additional rent, within a reasonable timeframe after receipt of an invoice therefor from the Foundation: (i) any loan fees or other costs, fees and expenses associated with the financing of the Foundation’s design and construction of the Building, and (ii) any and all expenses incurred by the Foundation in excess of the Project Costs in connection with the Building’s construction (“Additional Expenses”), including, without limitation, any insurance costs paid by the Foundation, closing costs associated with the purchase of the Property, and any property tax(es) against the Property assessed, incurred and/or becoming due and payable, provided that the Foundation will incur no such Additional Expenses without the prior consent of the University, and such consent will not be unreasonably withheld and shall be provided as timely as possible.

c. The University’s obligations under the Lease, including the Lease Payments and Additional Rent, shall be subordinate to the University’s existing and future
secured obligations, including but not limited to general obligation bonds or student fee revenue bonds issued by the University.

d. University will take immediate possession of the University Office Space upon completion of the Building and issuance of a certificate of occupancy. The University will remain in continuous, uninterrupted possession and control of the University Office Space until the Debt Obligation is fully paid and discharged. The University shall not assign the Lease or sublet the University Office Space, except as follows: University may assign or sublet portions of the University Office Space during the term of this Agreement to entities it partners with on projects related to a University purpose, so long as (i) any use of the University Office Space by any third party is in compliance with the terms of this Agreement, including without limitation subsection (c) below with regard to Permitted Use, and (ii) the Foundation provides prior consent to the lease or sublease of the University Office Space, which consent will not be unreasonably withheld.

e. The University acknowledges and agrees that the Building may be used only for the purposes set forth herein, which are primarily for University Advancement and alumni-related purposes (the “Permitted Use”), and such incidental uses related to the Permitted Use including (without limitation) (i) faculty meetings, (ii) community informational meetings, and (iii) general office use in direct support of the educational and University Advancement endeavors. Additionally, during the term of the lease, University’s use of the Building and University Office Space shall at all times be in compliance with all law applicable to the University and the Foundation, and any applicable donor agreements.

f. The Foundation shall secure property and premise liability insurance for the Foundation Property, and the University shall, as part of the Additional Expenses, reimburse the Foundation all costs paid for such insurance. To the extent any loss on or of the Foundation Property is not covered by the Foundation’s insurance, University shall bear all risk of loss of the improvements on the Foundation Property. If the Building or any other improvements are destroyed or rendered unusable by an event covered by the Foundation’s insurance, the proceeds of such insurance shall belong to the Foundation.

g. To the extent permitted by applicable law and subject to the limitations of Idaho Code Sections 6-901-6-929, the Idaho Tort Claims Act, University does hereby agree to indemnify and defend the Foundation from and against any and all claims in any way related to the Property or its use by the University or any person or entity. This indemnification is intended to be construed as broadly as possible, and shall relate to any claims whatsoever involving the Foundation Property and its use, extending, without limitation, to claims that result from the University’s breach of any provision in this Agreement as well as claims that do not result from the University’s breach of any provision herein. Nothing in this Agreement shall be construed as to obligate the University beyond the limits of the Idaho Tort Claims Act or waive the University’s sovereign immunity.
h. University shall be responsible for all maintenance, janitorial, utility, repair and operational expenses of the Foundation Property and Building. The University shall use its sole discretion in what maintenance or repair is required and shall perform the same at its own expense; provided, however, that the University shall keep the Foundation Property and Building in good operating condition at all times, and agrees to promptly repair and restore Foundation Property and Building to a condition as good as received by the University from the Foundation or as thereafter improved, reasonable wear and tear excepted. All costs, utilities, assessments or any other obligation associated with the use and occupation of the Foundation Property and Building shall be borne by the University.

i. The University shall maintain and operate the Foundation Property and Building in accordance with all applicable laws, rules, codes and regulations of any applicable governmental entity(ies), including without limitation the Americans With Disabilities Act of 1990, as amended from time to time (the “ADA”). The University shall not enter into any change of use of the Foundation Property and Building, whether approved by the Foundation or not, if such change in use would result in increased liability of the Foundation under the ADA or any shifting of liability between the University and the Foundation as a result of any such change of use. University shall indemnify and hold the Foundation harmless from and against any and all claims arising from non-compliance or alleged non-compliance with the provisions of the ADA in effect during the term of the lease, including any extensions and renewals, due to the University’s changes or alterations to the Foundation Property and Building and/or the passageways, pedestrian walkways, sidewalks or parking, and from and against all costs, attorney fees, expenses and liabilities incurred in or from any such claim.

j. University may make such changes or improvements to the Foundation Property and Building only with the written consent of the Foundation.

k. University shall have the right to provide exterior signage upon the Foundation Property and the Building in its reasonable discretion, so long as the signage is in accordance with all applicable laws and regulations and in accordance with any naming rights granted by the University to any donors in recognition of charitable gifts.

l. Foundation shall have no duty whatsoever as landlord for the condition of the University Office Space and all such duties or responsibilities are hereby assumed by the University. The Foundation’s sole duties are those specifically set forth herein.

6. Term of University Lease
In the event the Foundation incurs debt for any unmet construction costs, the term of University tenancy shall begin on the date such debt is incurred, and will terminate upon payment in full of the Debt Obligation in accordance with the provisions of this Agreement. In the event no debt is incurred, the Foundation Property and Building will be deeded in fee simple to University upon completion of the construction of the Building in accordance with the terms below.
7. **Deed to Property and Improvements – Foundation Tenancy**
In the event that (i) the Foundation determines that no debt financing is necessary to complete the Building due to receipt of adequate donations, or (ii) the Foundation incurs debt for any unmet construction costs and the principal and interest on the loan or debt is paid in full by the Foundation and/or University, then, in either case, the Foundation will immediately deed the Foundation Property and Building in fee simple to the University for an amount of ten dollars in accordance with the following terms and conditions:

a. Foundation shall prepare and record all legal documents University may require to evidence ownership and conveyance of the Foundation Property, the Building, and any other improvements upon the Foundation Property.

b. Ownership will be conveyed without lien(s), deed(s) of trust, loan(s), or any other form of lien or other encumbrance. Foundation’s personal property will not be considered improvements and will not be conveyed.

c. Upon conveyance to the University, University shall be solely responsible for any and all costs associated with the Foundation Property and Building, including without limitation, all operational, janitorial, insurance, property taxes, maintenance, utility, and repair costs.

d. Following the date of the recordation of ownership by University, Foundation may remain in and occupy the Foundation Office Space as a tenant of University, subject to the terms and conditions herein, and University decisions related to the use of the Building. Sole discretion shall be afforded to the University in determining the length of the tenancy and any additional terms of the tenancy if the University decides, in its discretion to repurpose the Building or a portion thereof, and subject to subsection (f) below.

e. The lease and use of the Foundation Office Space and parking will be in compliance with all law applicable to the University or the Foundation and in accordance with that certain Memorandum of Understanding between Boise State University Foundation and Boise State University dated February 14, 2012 and that Support Agreement between the Foundation and the University dated July 1, 2010.

f. The term of the lease of the Foundation Office Space shall be until (i) University provides 180 days written notice terminating Foundation’s tenancy in the event that University decides, in its reasonable discretion to repurpose the Building or a portion thereof, provided, however, that any repurposing shall be made in accordance with the stated and acknowledged goal of keeping the Foundation, Alumni Association, and University Advancement in the same facility; or (ii) Foundation provides 180 days written notice to University that it is terminating its tenancy. In the event the Building is sold, repurposed, or destroyed during its ownership, University shall make good faith efforts to provide similar use rights and privileges to the Foundation in reasonably
comparable space to aid and benefit the Foundation in its mission to “engage in activities designed to support and benefit Boise State University.”

g. Foundation shall have reasonable use of any event or large meeting space and kitchen within the Building at no cost, following normal request and notification procedures established by the University, subject to the terms and conditions stated herein, including but not limited to those established in Section 8 below.

h. University may make such changes or improvements to the Foundation Property and Building as it sees fit, provided, however, that if such changes or improvements alter the Foundation Office Space occupied during its tenancy term, the University shall first obtain the written consent of the Foundation.

i. University shall continue to have the right to provide signage upon the Foundation Property and the Building in its sole discretion, so long as the signage is in accordance with all applicable laws and regulations and in accordance with any naming rights granted by the University to any donors in recognition of charitable gifts, so long as such naming is in compliance with University and Idaho State Board of Education policies.

j. Foundation may, during its tenancy, provide reasonable advance notice not less than 60 days in advance, to request expansion of its leased space to reasonably accommodate and provide adequate office space for its staff in an amount generally consistent with the Foundation's historical usage of space per staff member. Any dispute concerning such allocation or expansion request shall be resolved in accordance with Section 11 of this Agreement. Foundation shall be solely responsible for any build-out costs of the additional space.

8. Use of Building by Alumni Association. During the Foundation and University ownership and tenancy, the Foundation and University agree to locate all University Alumni Relations employees within the Building in an effort to centrally locate and co-locate University Advancement, Foundation, and Alumni Relations personnel. The Alumni Association will also enjoy, at no cost, priority use of first floor event space, large meeting spaces, conference room space, the kitchen, and the common area surrounding the Building following normal request and notification procedures established by the University. “Priority use,” as that phrase is used herein, means that Alumni Association events, gatherings and functions shall have priority over and shall displace all other prior planned events, gatherings and functions in the first floor spaces identified above where there is no detriment (other than the inconvenience of its function’s displacement) to the other reserving party. If there is a detriment to the other reserving party, and the use conflict cannot be resolved at the staff level, then the Foundation Chief Operating Officer, an Alumni Association Executive Committee representative, and the Vice President for Advancement will jointly determine which event takes place in the space on the conflict date. In the event the Building is sold, repurposed, or destroyed during its ownership, University shall make good faith efforts to provide similar use rights and privileges to the Alumni Association in reasonably comparable space to aid and benefit the Alumni Association in its mission to “connect,
celebrate, and engage alumni and friends of the University to build lifelong relationships that support the future of the University."

9. **Parking.**

   a. Alumni Association, in entering into the Exchange Agreement referenced herein, has deeded ownership of property to the Foundation, which property includes a total of 30 parking spaces (29 plus 1 ADA accessible space) immediately in front of the existing Alumni Association building. In order to reasonably protect the parking revenues and privileges associated with those spaces after the construction of the Alumni and Friends Center, during the Foundation’s ownership and the University’s tenancy of the Building, the Foundation and the University agree and acknowledge herein that revenues derived from operation, rental and use of 30 spaces within the Building parking lot during limited periods of use - football home games, basketball home games, special events, and Alumni Association gatherings and functions (“Game and Event Parking”) - will be and remain with the Alumni Association. Thereafter, during the University’s ownership of the Building, use and/or revenues derived from the operation, rental, and use of such 30 spaces for Game and Event Parking will be provided by the University to the Alumni Association subject to an annually revocable Parking Agreement with the University. Nothing herein shall restrict the Foundation’s use and University’s use and revenue collection related to these same parking spaces during regular business hours and any other time which does not conflict with a scheduled use of the Game and Event Parking spaces by the Alumni Association in accordance with any Parking Agreement in effect.

   b. During the Foundation’s ownership of the Building, the University and Foundation agree and acknowledge herein that Game and Event Parking revenues derived from operation, rental and use of an additional 30 spaces within the Building parking lot shall inure to the benefit of the Foundation, to the extent they do not conflict with the Alumni Association’s rights under subsection (a) above. The Alumni Association shall rent and collect revenues for the Foundation’s 30 spaces, and shall remit such revenue to the Foundation (net any related expenses). Thereafter, during the University’s ownership of the Building, use and/or revenues derived from the operation, rental, and use of such 30 spaces for Game and Event Parking will be provided to the Foundation, subject to an annually revocable Parking Agreement with the University, and during the term of the Parking Agreement, the Alumni Association shall continue to rent and collect revenues for the Foundation’s 30 spaces, and shall remit such revenue to the Foundation (net any related expenses). Nothing herein shall restrict the Foundation and University’s use of these same parking spaces and all parking spaces on the property during regular business hours and any other time which does not conflict with a scheduled use of the spaces by the Alumni Association pursuant to subsection (a) above.

   c. During the Foundation and the University’s ownership and tenancy, during normal business hours, all parking surrounding the Building shall be used by the University in accordance with its normal parking procedures, provided that (i)
Foundation and BSU employees working in the Building shall be given priority to park in the spaces surrounding the Building (as opposed to parking elsewhere on campus), and (ii) not less than 5 parking spaces will be sought to be designated for visitor use.


Any notice to be given hereunder shall be given by personal delivery or by depositing such notice in the United States Mail first class postage prepaid, and addressed to the respective party at the following address:

a. University:
   Kevin Satterlee, Vice President, Campus Operations & General Counsel
   Boise State University
   Administration Building, Ste. 214
   1910 University Dr.
   Boise, Idaho 83725

   Laura Simic, Vice President, Advancement
   Boise State University
   1910 University Dr.
   Boise, Idaho 83725

   With a copy to:
   Matt Wilde, Deputy General Counsel
   Boise State University – MS 1002
   1910 University Dr.
   Boise, Idaho 83725

b. Foundation:
   Chris Anton, Chief Operating Officer
   Boise State University Foundation, Inc.
   2225 University Drive
   Boise, Idaho 83706

c. Alumni Association
   Estevan Andrade, Executive Director
   Boise State University Alumni Association, Inc.
   1910 University Dr.
   Boise, ID 83725-1035
Each party shall give notice to the other parties of any change of their address for the purpose of this section by giving written notice of such change to the other in the manner herein provided.

11. Default, Cure, and Litigation. The parties agree that litigation between the parties arising from the terms of this Agreement would be a waste of resources. As such, the parties agree that any disputes or defaults that arise from this Agreement will be resolved in the following manner. Resolution of any dispute will be sought to be resolved in good faith by the appropriate staff of each of the parties. However, if any party shall default in any way upon its respective obligations to another party or parties under this Agreement, the defaulting party shall have a period of 60 days from the date of written notice from the non-defaulting party within which to cure any default. Upon an uncured default of this Agreement by the defaulting party, the matter will be referred to the Chief Operating Officer of the Foundation, the Executive Director of the Alumni Association, and the Vice President for University Advancement to resolve the dispute. If these parties cannot resolve the dispute or default, then it will be referred to the Chair of the Foundation, the President of the Alumni Association, and the President of the University. If they are unable to resolve the dispute or default, the parties shall hire a mutually acceptable mediator to help resolve it. If and only if all the above steps are followed in sequence and the dispute or default remains unresolved or uncured, either party shall have the right to initiate litigation.

12. Time Is Of The Essence: The parties hereto acknowledge and agree that time is strictly of the essence with respect to each and every term, condition and provision hereof, and that the failure to timely perform any of the obligations hereunder shall constitute a breach of and a default under this Agreement by the party so failing to perform.

13. Binding Upon Successors: This Agreement shall be binding upon and inure to the benefit of the parties’ respective successors, assigns and personal representatives. This Agreement shall run with the Foundation Property.

14. Effective Date. This Agreement shall be effective upon the date fully executed.

15. Invalid Provisions. If any provision of this Agreement is held not valid, such provision shall be deemed to be excised there from and the invalidity thereof shall not affect any of the other provisions contained herein.

16. No Agency. University acknowledges that Foundation and Alumni Association are acting as principals in all the transactions contemplated by this Agreement and in no way shall either be deemed an agent of University. Neither the Foundation nor Alumni Association shall have any obligations to University as an agent of University, nor shall University have any obligations to Foundation or Alumni Association as a principal of Foundation or Alumni Association.
17. **Attorney Fees.** Should suit be brought to enforce or interpret any part of this Agreement, the prevailing party shall be entitled to recover as an element of its costs and not as damages, reasonable attorney fees to be fixed by the court.

18. **Governing Law.** This Agreement shall be interpreted under and governed by the laws of the State of Idaho.

19. **State Board Approval.** This Agreement’s provisions and terms, and the validity and enforceability of the same, including but not limited to the provisions contained in Sections 3 and 5. a. herein, are expressly conditioned and contingent upon formal approval by the State Board of Education. In the event that this Agreement’s provisions and terms are not expressly approved by the State Board of Education as required, then the parties hereto shall be fully released and discharged from any obligation contained within this Agreement, and this Agreement shall be of no further force or effect.
IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first above written.

For FOUNDATION:

DATE:__________________   DATE:____________________

______________________________ ________________________
Chris Anton, Chief Operating Officer  Joy Kealey, Chair

For University:

DATE:____________________

______________________________
Dr. Robert Kustra
President, Boise State University

For Alumni Association:

DATE:__________________   DATE:____________________

______________________________
Greg Chavez, President  Jesse Harris, Secretary
EXHIBIT A
Foundation Property
BOISE STATE UNIVERSITY

SUBJECT
Amendment to Multi-Media and Marketing Rights Agreement for Boise State University Athletics

REFERENCE
October 2009 The Idaho State Board of Education (Board) approved multi-media and sports marketing agreement with Learfield Sports Marketing (Learfield)

December 2009 Board approved changes to the Learfield multi-media and sports marketing agreement

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section V.I.6.b

BACKGROUND/DISCUSSION
In 2009, Boise State University (BSU) entered into a multimedia and sports marketing agreement with Learfield. The original contract was reached via a public bid process followed by final negotiations with the winning bidder, Bronco Sports Properties, LLC, a subsidiary of Learfield Communications. The original Agreement was for seven years commencing July 1, 2010, with three further one year options, each exercisable at Boise State’s option.

BSU has elected to exercise its option to extend the term for three years through June 30, 2020 and to further extend the term through June 30, 2025. In consideration for the extended term, Learfield has agreed to provide BSU additional considerations as outlined below.

IMPACT
The new term of the Agreement shall be July 1, 2013 through June 30, 2025 and is worth a total of $42,440,000. The full value of the Learfield arrangement to BSU is set forth below.
Guaranteed Royalty Fee for the Term as follows and as compared to the current contract terms:

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Capital Stipend*</th>
<th>Current Guarantee Payment</th>
<th>New Capital Stipend</th>
<th>New Guarantee Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 – 2014</td>
<td>$167,000</td>
<td>$2,060,000</td>
<td>$2,410,000</td>
<td></td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>$167,000</td>
<td>$2,485,000</td>
<td>$2,735,000</td>
<td></td>
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<tr>
<td>2015 – 2016</td>
<td>$167,000</td>
<td>$2,560,000</td>
<td>$100,000</td>
<td>$2,860,000</td>
</tr>
<tr>
<td>2016 – 2017</td>
<td>$167,000</td>
<td>$2,635,000</td>
<td>$100,000</td>
<td>$2,935,000</td>
</tr>
</tbody>
</table>

(Extension Period)

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Capital Stipend*</th>
<th>Current Guarantee Payment</th>
<th>New Capital Stipend</th>
<th>New Guarantee Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 – 2018</td>
<td>$3,210,000*</td>
<td>$100,000</td>
<td>$3,300,000</td>
<td></td>
</tr>
<tr>
<td>2018 – 2019</td>
<td>$2,785,000</td>
<td>$100,000</td>
<td>$4,150,000***</td>
<td></td>
</tr>
<tr>
<td>2019 – 2020</td>
<td>$2,860,000</td>
<td>$100,000</td>
<td>$3,500,000</td>
<td></td>
</tr>
</tbody>
</table>

(New contract period)

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Capital Stipend*</th>
<th>Current Guarantee Payment</th>
<th>New Capital Stipend</th>
<th>New Guarantee Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 – 2021</td>
<td></td>
<td>$100,000</td>
<td>$3,700,000</td>
<td></td>
</tr>
<tr>
<td>2021 – 2022</td>
<td></td>
<td>$100,000</td>
<td>$3,900,000</td>
<td></td>
</tr>
<tr>
<td>2022 – 2023</td>
<td></td>
<td>$100,000</td>
<td>$4,100,000</td>
<td></td>
</tr>
<tr>
<td>2023 – 2024</td>
<td></td>
<td>$100,000</td>
<td>$4,300,000</td>
<td></td>
</tr>
<tr>
<td>2024 – 2025</td>
<td></td>
<td>$100,000</td>
<td>$4,500,000</td>
<td></td>
</tr>
</tbody>
</table>

Total Current Contract value $10,408,000
Total Current Contract value with Extension Years is $19,263,000
Total New Contract value is $44,058,000

* Current capital stipend continues through 2017 in the New Contract.
** In the Current Contract the bonus for the extension year would be $500,000.
***In the New Contract the cash bonus for the long term contract is $750,000.

Additionally, Learfield will pay bonus payments to BSU on the following occurrences:

- For football (the greater of the following applicable payments):
  a. If the team appears in a College Football Playoff series Access Bowl = $100,000;
  b. If the team appears in the College Football Playoff = $200,000;
  c. If the team wins the College Football Championship Game, a one-time payment of $300,000.

- For Men’s basketball:
  a. If the team appears in the field of 4 teams in the NCAA Basketball Championship Tournament (the “Final Four”), a one-time payment of $100,000.
STAFF COMMENTS AND RECOMMENDATIONS

This proposed contract reflects the exercise of an option to extend the term and a significant renegotiation of royalties to the benefit of BSU as noted above. The contract amendment also provides for a one-time “Bonus Payment” to BSU in consideration for the contract extension. The bonus amount totals $1,100,000 to be paid in the form of $750,000 cash and $350,000 as a waiver of Learfield's credit against the royalty fee.

The contract would also commit BSU to providing Learfield with additional revenue opportunities and in-kind benefits as follows: (i) right to sell additional sponsor logo on the Taco Bell Area floor; (ii) media suite in Albertsons Stadium; (iii) one football coaches club membership; and (iv) one basketball Hardwood Club membership.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into the proposed amendment to the multi-media and marketing rights agreement with Bronco Sports Properties, a subsidiary of Learfield Communications as submitted.

Moved by __________Seconded by __________Carried Yes _____  No ____
THIS AMENDMENT (“Amendment”) is made and entered as of the ___ day of ___________ 2014 with an effective date of July 1, 2013 (“Effective Date”) by and between Boise State University (“University”) and Bronco Sports Properties, LLC (“Learfield”), a Missouri limited liability company qualified to do business in Idaho and a wholly owned subsidiary of Learfield Communications, Inc. This Amendment amends that certain Multi-Media Rights Agreement between University and Learfield that had an effective date of July 1, 2010 (“Agreement”).

BACKGROUND

A. University and Learfield have been operating under the Agreement.

B. University has elected to exercise its option to extend the term of the Agreement for the three (3) years through June 30, 2020 and to further extend the term through the period ending June 30, 2025.

C. In consideration of University extending the term of the Agreement through June 30, 2025, Learfield has agreed to provide University additional consideration as more particularly described in this Amendment.

D. Capitalized terms used in this Amendment shall have the same meaning as those terms have in the Agreement unless otherwise stated.

NOW, THEREFORE, in consideration of the foregoing Background and other valuable consideration, University and Learfield amend the Agreement by this Amendment as follows:

1. **Term of Agreement.** The term of the Agreement will be from July 1, 2013 through June 30, 2025 (“Term”).

2. **Third Tier Television Rights.** The provisions of Section 2.6 (Third Tier Television Rights) are deleted from the Agreement. If at any time during the Term, the television broadcast rights for University athletic events revert to the University from the Mountain West Conference (or any other athletic conference with which University is affiliated during the term of the Agreement), Learfield shall be granted the exclusive rights to such broadcasts for the remainder of the Term with additional payments to University in an amount to be negotiated in good faith at such time. In the event, the parties cannot reach agreement, the exclusive rights to such broadcasts shall no vest in Learfield but shall remain the property of the University.

3. **Digital Media Rights.** Throughout the Term, Learfield shall have the exclusive sponsorship rights associated with “Digital Media Rights” which means all University official athletic platforms including...
browser-based websites, mobile web and mobile applications, social media channels such as Facebook, Twitter and Instagram, e-mail and other digital marketing, in-venue digital screens and platforms and all digital distribution of content to the extent such rights do not interfere with any rights reserved by the Mountain West Conference (or any other athletic conference with which University is affiliated during the term of the Agreement) or its chosen platform provider.

4. **Capital Subsidy Payments.** In addition to the Capital Stipend payments through June 30, 2017, Learfield will make capital subsidy payments in the amount of $100,000 on July 1 in each Athletic Year beginning with the 2015 – 2016 Athletic Year and continuing through the 2024 – 2025 Athletic Year for University to use for capital improvements to assets within University Athletic venues that may provide sponsorship opportunities. This Capital Subsidy Payment can be used for such items as the purchase and installation of a center-hung videoboard in the Taco Bell Arena or other mutually agreeable venue enhancements. Sponsorship opportunities created by a new center-hung videoboard or any other mutually agreeable asset procured with the Capital Subsidy Payment will be mutually agreed upon between Learfield and University and when agreed upon will be sponsorship rights belonging exclusively to Learfield with no increase in the Guaranteed Royalty Fee. Any revenue collected by Learfield from these rights shall however be included in the calculation of AGR.

5. **Additional Rights.** In addition to all of the multi-media rights granted to Learfield under the Agreement and this Amendment, throughout the Term, University grants Learfield the following additional rights on an exclusive basis, subject to NCAA rules, regulations or restrictions:
   
i. The right to sell an additional sponsor logo on the Arena floor;
   
ii. A media suite in Albertsons Stadium for shared use by Learfield at no charge. University will, consistent with past practices, provide Learfield with use of the media suite number 621 at no charge for home football games;
   
iii. One (1) football coaches club membership at no charge to Learfield; and
   
iv. One (1) Basketball Hardwood Club Membership at no charge to Learfield.

6. **Tickets.** Locations of tickets to be provided to Learfield by University for home basketball games shall be materially improved over the locations of those tickets in the 2012 – 2013 Athletic Year.

7. **Guaranteed Royalty Fee.** Subject to the provisions of Paragraph 10 below, the Guaranteed Royalty Fee for the Term shall be as follows:
<table>
<thead>
<tr>
<th>Athletic Year</th>
<th>Guaranteed Royalty Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 – 2014</td>
<td>$2,410,000</td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>$2,735,000</td>
</tr>
<tr>
<td>2015 – 2016</td>
<td>$2,860,000</td>
</tr>
<tr>
<td>2016 – 2017</td>
<td>$2,935,000</td>
</tr>
<tr>
<td>2017 – 2018</td>
<td>$3,300,000</td>
</tr>
<tr>
<td>2018 – 2019</td>
<td>$3,400,000</td>
</tr>
<tr>
<td>2019 – 2020</td>
<td>$3,500,000</td>
</tr>
<tr>
<td>2020 – 2021</td>
<td>$3,700,000</td>
</tr>
<tr>
<td>2021 – 2022</td>
<td>$3,900,000</td>
</tr>
<tr>
<td>2022 – 2023</td>
<td>$4,100,000</td>
</tr>
<tr>
<td>2023 – 2024</td>
<td>$4,300,000</td>
</tr>
<tr>
<td>2024 – 2025</td>
<td>$4,500,000</td>
</tr>
</tbody>
</table>

8. **Revenue Sharing.** The Revenue Share Hurdle during the Term shall be as follows:

<table>
<thead>
<tr>
<th>Athletic Year</th>
<th>Revenue Share Hurdle</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 – 2014</td>
<td>$4,795,000</td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>$5,645,000</td>
</tr>
<tr>
<td>2015 – 2016</td>
<td>$5,895,000</td>
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<td>2016 – 2017</td>
<td>$6,045,000</td>
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<tr>
<td>2017 – 2018</td>
<td>$6,775,000</td>
</tr>
<tr>
<td>2018 – 2019</td>
<td>$6,975,000</td>
</tr>
<tr>
<td>2019 – 2020</td>
<td>$7,175,000</td>
</tr>
<tr>
<td>2020 – 2021</td>
<td>$7,575,000</td>
</tr>
<tr>
<td>2021 – 2022</td>
<td>$7,975,000</td>
</tr>
<tr>
<td>2022 – 2023</td>
<td>$8,375,000</td>
</tr>
<tr>
<td>2023 – 2024</td>
<td>$8,775,000</td>
</tr>
<tr>
<td>2024 – 2025</td>
<td>$9,175,000</td>
</tr>
</tbody>
</table>

9. **Trade.** Trade associated with Nike shall be increased to $7,500.00 per year.

10. **Bonus Payment.** No later than July 31, 2018, Learfield will pay University a one-time bonus of $1,100,000 (“Bonus Amount”) as and for University’s extension of the Term of the Agreement as set forth in this Amendment with $750,000 of the Bonus Amount (“Cash Payment”) paid in cash with the remainder of the Bonus Amount ($350,000) considered paid by Learfield waiving its claim to a $350,000 credit against the Guaranteed Royalty Fee in the 2013 – 2014 Athletic Year which by this Amendment, Learfield hereby agrees to do.

11. **Additional Incentives.** Section 7.3.4 of the Agreement (Television Promotion) is deleted from the Agreement.

12. **Notices.** All references to the Director of Intercollegiate Athletics in Section 8.11 of the Agreement shall mean Mark Coyle or his successor.
13. **Relationship of Amendment to Agreement.** Except as set forth in this Amendment, the Agreement is hereby ratified and confirmed upon its original terms and conditions. If, however, there is any discrepancy, conflict or variance between the terms and conditions of this Amendment and the terms and conditions of the Agreement, this Amendment shall in all events control.

14. **Preapproval of Signage and Partnerships.** Before installation or use, Learfield must seek University’s written approval of any and all temporary or permanent signage, electronic or otherwise, and may not utilize in any way signage that is not approved by University in its sole discretion. Learfield must seek and receive University’s written approval of any and all partnerships prior to entering into any agreement or contract, express or implied, and shall not enter into any partnerships without the express written consent of the University in its sole discretion. The written approval from University required under this paragraph 14 may be in electronic or paper form.

15. **National Exposure Bonus Payments.** In addition to all other monies due University and obligations of Learfield under the Agreement and this Amendment, the following monies shall be paid by Learfield to University:

   i. For football (the greater of the following applicable payments):
      a. Each and every time University football team is invited to appear in the College Football Access Bowls, Learfield will pay University a one-time payment of $100,000 on the following June 1;
      b. Each and every time University football team appears in the College Football Playoffs, Learfield will pay University a one-time payment of $200,000 on the following June 1;
      c. Each and every time University football team wins the College Football Championship Game, Learfield will pay University a one-time payment of $300,000 on the following June 1.
   
   ii. For Men’s basketball:
      a. Each and every time University appears in the field of 4 teams in the NCAA Basketball Championship Tournament (the “Final Four”), Learfield will pay University a one-time payment of $100,000.

**IN WITNESS WHEREOF,** the University and Learfield have entered into this Amendment as of the Effective Date.

**BRONCO SPORTS PROPERTIES, LLC**
By: Learfield Communications, Inc.,
   Sole Member

By: ________________________________
   David A. Rawlings, Executive Vice President

BOISE STATE UNIVERSITY

By: ________________________________

Name: Mark Coyle
Title: Director of Athletics

By: ________________________________

Name: Stacy Pearson
Title: Vice President Finance and Administration
MULTI-MEDIA RIGHTS AGREEMENT

THIS MULTI-MEDIA RIGHTS AGREEMENT ("Agreement" or "Contract") is made and entered as of the 1st day of November, 2009, by and between BOISE STATE UNIVERSITY ("University"), and BRONCO SPORTS PROPERTIES, LLC ("Learfield"), a Missouri limited liability company qualified to do business in Idaho and wholly owned by LEARFIELD COMMUNICATIONS, INC.

BACKGROUND TO AGREEMENT

A. This Agreement is intended to set forth the rights, duties, responsibilities of University and Learfield with respect to the "Multi-Media Rights" associated with University’s inter-collegiate athletic programs. These Multi-Media Rights are being granted to Learfield pursuant to University’s Request for Proposal Number TS09-054 and University’s February 18, 2009 letter as its Notice of Intent to Award TS09-054 (collectively the "RFP").

B. For purposes of this Agreement, the Term "Multi-Media Rights" shall mean the exclusive sponsorship and marketing rights, as hereinafter set forth, with exceptions as set forth within, to inventory, including, but not limited to, print, media, sponsorships, existing or new temporary or permanent signage, and other promotional and sponsorship rights for football, men’s and women’s basketball games, softball, wrestling, gymnastics, tennis and other inter-collegiate sports; and, if University is granted such rights from host venue, promotional rights for all games played at neutral venues where University is designated as the home team; radio and satellite play-by-play broadcast rights for football, men’s and women’s basketball games, softball games and any other collegiate sports as may be agreed between the parties and radio
and satellite broadcast rights for coach’s shows; and selected television broadcast rights for football and men’s and women’s basketball; official athletic website sponsorship; at event corporate hospitality; at event impact; and any other sponsor-related or promotional rights to University’s inter-collegiate athletic programs that are particularly described in this Agreement or that may be subsequently agreed to between the Parties as well as all the inventory which is available to University’s intercollegiate athletic programs for the 2008 - 2009 University fiscal year. For the avoidance of doubt, the rights granted herein relate to varsity intercollegiate teams and do not include club or intramural teams. For the further avoidance of doubt, the rights granted herein are not exclusive with respect to electronic newsletters, it being agreed and understood that University as well may produce or distribute an electronic newsletter, but University agrees that if it produces or distributes an electronic newsletter primarily relating to Athletics, other than the existing magazine entitled “The Blue” which is produced in print and made available electronically in pdf format, it cannot contain any commercial underwriting or commercial sponsorship or advertising of any kind. University agrees that Touch Fall Marketing, the publishers of The Blue magazine shall be solely responsible for soliciting advertising for the magazine and University shall not solicit advertising on Touch Fall Marketing’s behalf.

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained herein and the foregoing Background, University and Learfield (individually the “Party” and jointly the “Parties”) agree as follows:
AGREEMENT

1.1 Term of Agreement. This Agreement is effective on the date signed by both Parties and shall continue until June 30, 2017 (“Initial Term”) unless otherwise terminated as provided herein. Each contract year of the Agreement shall commence on July 1 and end on June 30 and such period shall sometimes hereafter be referred to as “Athletic Year.” University shall:

(i) have three (3) options to extend the Initial Term of this Agreement for an additional one (1) year period each option through June 30, 2018, June 30, 2019 and June 30, 2020 respectively (“Extended Period(s)”). If University wishes to extend this Agreement for the Extended Period(s) it shall notify Learfield no later than June 30, 2015 of University’s intent to exercise its option to extend the term of this Agreement for the first Extended Period and no later than June 30, 2016 and 2017 respectively for the next two Extended Periods; or

(ii) in its sole discretion shall choose to extend the Initial Term of this Agreement for an additional three (3) year period (“Extended Period”) at one time in lieu of three (3) separate one (1)-year options. If University wishes to extend this Agreement for the three year Extended Period it shall notify Learfield not later than June 30, 2015 of University’s intent to exercise its option to extend the term of this Agreement for the three year Extended Period.

If the term of this Agreement is extended to include the Extended Period(s), then the terms and conditions of this Agreement during the Extended Period(s) shall remain the same as those during the Initial Term except as otherwise stated in this Agreement. Notwithstanding the fact that each contract year begins on July 1, the University acknowledges and agrees that Learfield’s rights and obligations under this Agreement begin on July 1, 2010 (“Effective Date”), but that Learfield will begin its efforts prior to the Effective Date and will expend
substantial amounts of time, effort and resources to fulfill its obligations under this Agreement. The “term” of this Agreement including the Initial Period and the Extended Period(s) is sometimes hereafter collectively referred to as the “Term”.

1.2 Mutual Cooperation. Throughout the Term of the Agreement, it is the Parties’ intention to cooperate to maximize the opportunities to promote the University’s Athletic program and that will foster growth in both the amounts and the potential sources of revenue under this Agreement. To that end, the Parties, including University’s Director of Athletics (and/or his/her designee) will meet, as they mutually agree is necessary, to discuss the rights and inventory granted to Learfield and any unexpected problems arising therefrom to arrive at mutually satisfactory solutions. The General Manager of BRONCO SPORTS PROPERTIES, LLC will be encouraged to attend regularly scheduled University Athletic Department Administrative Staff meetings and will meet no less than once a month with University’s Director of Athletics or his/her designee at times mutually agreeable to the Parties. In addition, University will use reasonable efforts to clearly and concisely define for University’s staff the specific roles and responsibilities which Learfield will undertake with University’s Athletic Department, including, but not limited to, any agreements Learfield enters into with University’s coaches which Learfield and University mutually determine will help to promote the University’s Athletic program and maximize revenue generating opportunities. Learfield will not enter into any agreement with a University coach without prior consultation with and approval from the University’s Director of Athletics and University shall be responsible for coaches’ compensation in its sole discretion. Learfield will keep University informed on a regular basis and/or upon request by University of its sponsorship and marketing plans as well as its current activities. In consideration of fostering a mutually beneficial environment for
both parties, Learfield agrees that it shall keep University informed of its negotiations with potential partners and shall consult with University regarding new potential partners that it wishes to approach and/or rights that it intends to offer.

1.3 Additional Multi-Media Rights. Although this Agreement includes specific rights granted to Learfield, it is agreed that from time to time opportunities for additional Multi-Media Rights may arise or be created that might not have been contemplated or specifically mentioned in this Agreement, including, but not limited to, Learfield finding additional ways to leverage the existing inventory or with new inventory ("Additional Rights"). If the nature of the Additional Rights requires the addition of a significant item of inventory that did not already exist in a University athletic venue in any format, being an alteration that affects the appearance of the venue and/or requires material expenditure ("Material Inventory Alteration"), then Learfield will notify University of such new inventory item in order to obtain University’s approval of such new inventory item. The parties will negotiate in good faith to arrive at a financial model for any Material Inventory Alteration that is funded other than from the Capital Stipend and which includes the allocation of costs between the Parties and the resulting inclusion of revenue from the Material Inventory Alteration in the “AGR” as hereafter defined. For the avoidance of doubt, if, for example, a new ribbon board is installed in Bronco Stadium at a cost to either party of $250,000.00, the cost incurring party shall first recover its cost of the ribbon board from revenue generated from the ribbon board before any revenue from the ribbon board is included in the calculation of AGR.
2.1 Grant of Exclusive Radio Broadcast Rights. Throughout the Term, University grants to Learfield, subject to any restrictions and modifications set forth by this Agreement, the exclusive rights to make or cause to be made live radio (including satellite radio, high definition radio, Spanish radio broadcasts and audio podcasts) broadcasts of all exhibition, pre-season, regular-season and post-season games for football, men’s and women’s basketball games and softball games and any other inter-collegiate sports as may be agreed with University. All of such broadcast rights shall be exclusive to Learfield and shall also include any game or games selected for broadcasting by any local, regional or national radio network, subject, however, to any currently existing rules governing University as a result of its affiliation with the Western Athletic Conference (“WAC”), the Pacific Ten Conference for wrestling (“PAC 10”) or any other conference to which University is affiliated during the Term or the National Collegiate Athletic Association (“NCAA”) which could limit such exclusivity granted to Learfield hereunder. Rights to post-season conference and national tournaments are exclusive of all other individual and independent networks except those officially designated as origination stations or networks by radio stations considered by University as part of the radio following the opposing team involved in the game being broadcast. University acknowledges that broadcast rights to post-season conference and national tournaments is important to Learfield’s revenue, and if such rights are not available to Learfield, then University shall negotiate in good faith with Learfield for a fair and equitable reduction in Learfield’s Guaranteed Royalty Fee during the time the rights are unavailable. Notwithstanding the exclusive rights granted to Learfield under this Section 2.1, and subject to University’s approval, a University student station may broadcast games, but only on a low power radio station which will not carry any commercial underwriting or commercial sponsorship or
advertising of any kind for such varsity intercollegiate game that will materially compete with
the rights granted to Learfield hereunder and only if University has first consulted with
Learfield in respect of the same.

Learfield shall use its best efforts to provide the widest exposure in the most
professional manner relative to all broadcasts and at the very least shall be no less exposure
and of no less quality than historically provided by or on behalf of University during the 2008
– 2009 Athletic Year. Without limitation to the foregoing, Learfield agrees that it shall use
commercially reasonable efforts to increase the radio coverage of women’s basketball. If at
anytime during the Term, Learfield decides to pay for the production, operational and
distribution costs of the Bronco radio network (collectively the “Production Costs”) which in
turn is expected to increase the revenue opportunities from the radio broadcasts, Learfield shall
be entitled to deduct the Production Costs it incurs in calculating the AGR, as hereafter
defined, provided that it has first consulted with University with respect to its decision to
undertake the Production Costs and University has agreed to the Production Cost budget.
Provided that the costs and budget are in line with those of any other universities represented
by Learfield or its affiliated companies of equal or greater stature than University with no
extenuating circumstances that do not apply to University (“Comparable Learfield Schools”),
University shall not withhold approval.

2.2 Radio On-Air Talent. Learfield will employ, at its own expense, or subcontract
with other approved providers, any and all personnel Learfield deems necessary to conduct
broadcasts covered by the Agreement. Final selection of all air talent for all games, including,
but not limited to pre-game, post-game, coaches’ shows and other events to be broadcast must
have the approval of University which approval will not be unreasonably withheld. The
University shall also have the right to request removal of a particular on-air talent if it, in its reasonable discretion, deems such removal necessary. The parties agree to discuss in good faith the removal of such on-air talent and allocation of costs or expenses related thereto. Notwithstanding the foregoing, University agrees to be responsible for all normal, reasonable and ordinary replacement costs unless adequate cause exists for such removal. Learfield shall be solely responsible for all employment related costs or liabilities.

2.3 Radio Programming. At the sole cost and expense of Learfield, Learfield shall produce, originate, broadcast and distribute the following radio programming in a quality at least commensurate to the quality of broadcasts historically provided during the 2008 - 2009 Athletic Year with state-of-the-art equipment and quality:

A. Football and Men’s and Women’s Basketball Games. Learfield will provide live broadcasts in the State of Idaho with emphasis in Boise, Nampa, Caldwell, Twin Falls, Idaho Falls, Pocatello, McCall and Lewiston of each (i) regular-season and post-season game for University varsity football, which may include the spring football game or any others if applicable, whether the same are played in Boise or elsewhere; and (ii) each regular-season and post-season men’s basketball game whether the same are played in Boise or elsewhere and (iii) any exhibition men’s basketball games if applicable. Each broadcast shall include pre-game and post-game shows with live or taped, as available, coaches’ interviews, in addition to comprehensive description of game action. Learfield will use its best efforts to provide live broadcasts of each regular season and post-season women’s basketball games to be no less than University’s historical level provided during the 2008 - 2009 Athletic Year of live broadcasts of such games. Learfield shall pay for all costs associated with the operation and production and shall be responsible for obtaining any and all necessary clearances of each broadcast.
hereunder.

B. Coaches' Radio Shows. Learfield will produce, sell and commercially distribute a weekly coaches' radio show for football and men's basketball and make all shows available to the Bronco Sports Network subject to technical restraints. For the purposes of this Agreement the "Bronco Sports Network" shall be no less that the radio coverage provided to University during the 2008 - 2009 Athletic Year. Learfield will produce and clear a combined total of approximately thirty (30) football and men's basketball weekly coaches' shows each year that will be not less than sixty (60) minutes in length per show. University will make available and provide the services of the head coaches of each such coaches' show. Further, Learfield is hereby granted the exclusive rights, at its option, to produce coaches' radio shows for other sports. University shall require coaches to be in attendance at each show agreed to under such contracts, provided the time commitments undertaken by each such coach is consistent with the coach's primary coaching responsibilities and each coach's contract with the University. In the event that a coach is not available, University and Learfield, shall agree to a suitable alternative being either coach's participation by telephone or by substitution of an assistant coach. Notwithstanding the foregoing, University shall use best efforts to provide the head coaches live participation in such shows. Any compensation of the coaches in respect of such shows shall be in the sole discretion of the University but in no event shall Learfield be responsible for a coach's compensation. Notwithstanding the provisions of the preceding sentence to the contrary, if University wishes that Learfield pay part or all of a coach's compensation, it shall notify Learfield in writing of the amount of a coach's compensation that it wishes Learfield to pay ("Coach's Compensation Amount") and Learfield shall pay the Coach's Compensation Amount in two equal payments at the times that Learfield pays the
University its Guaranteed Royalty Fee (December 31 and June 30). Learfield shall then deduct from the Guaranteed Royalty Fee the Coach’s Compensation Amount which will be a credit against the Guaranteed Royalty Fee then owed by Learfield to the University. Learfield may sell a specific placement of any or all of the coaches’ shows at a location to be determined and University will make the coach available at such location. Such coaches’ shows shall be held at the Stueckle Sky Center on campus, unless the parties mutually agree otherwise, Learfield must provide a compelling reason, which may be a financial reason, for the coaches’ show to be held at a different location, such as a local restaurant or other campus or off-campus location but shall also ensure that University does not lose revenue by such change of venue, for example through increased transportation costs and/or loss of food and beverage revenue. In such instance, Learfield will make every effort to ensure that such location shall be convenient to Boise State University and its coaches. University reserves the right to refuse a location if the location is inconsistent with the University’s goals, mission or image or if the location is too inconvenient.

C. **Other radio programming.** Learfield shall also provide other radio programming, live or taped as applicable, to be no less than provided to University historically during the 2008 - 2009 Athletic Year and as required in the contract between Peak Broadcasting and University dated July 12, 2008 (“Existing Radio Contract”) a copy of which has been provided to Learfield as part of the RFP.

D. **Technical Requirements.** Learfield shall satisfy University as to all technical requirements, including, but not limited to, digital quality, which are necessary to adequately broadcast University athletic events and coaches’ shows in a manner no less than provided historically during the 2008 - 2009 Athletic Year and as is reasonable to be expected as
equipment and technology develops during the Term.

E. University Promotional Time. Learfield shall provide University with, or shall procure for University, promotional air time in kind and other marketing and promotional commitments during broadcasts of the game of a level no less than provided to University for its own use (rather than its sponsors’ use) historically during the 2008-2009 Athletic Year to the greater of the amount it had received historically during the 2008-2009 Athletic Year or two (2) thirty (30) second spots for University institutional (rather than Athletics) promotional matters only. Learfield shall also provide University with, or shall procure for University, promotional air time in kind and other marketing and promotional commitments on the flagship station(s) outside of game broadcasts of a level no less than provided to University for its own use (rather than its sponsors’ use) historically during the 2008-2009 Athletic Year.

F. Learfield shall record all radio broadcasts and shall provide University with a copy of all broadcasts and programs created hereunder. All rights in and to the broadcasts and programs shall cease at the expiration of this Agreement and shall revert to University.

G. University shall be considered the copyright owner of, and be entitled to receive all copyright royalty fees in any form allowed by law attributable to, the use or broadcast of the sporting events, preview shows, coach’s shows and other programming produced by or on behalf of Learfield hereunder and University shall be entitled to all royalties, fees or other income (excluding, however, any sponsorship or advertising income which shall be included in the AGR as hereinafter defined) which may be attributable to the use of said broadcast material and recordings and Learfield will provide any assistance needed by University to implement any use of said material other than by radio transmission.

H. Notice of the University copyright shall be included as part of every event
broadcast made pursuant to this Agreement. The notice shall consist of the symbol “©” or the word “copyright” followed by the year that the event is first broadcast and the name “Boise State University” in every broadcast or medium of delivery.

2.4 Additional Radio Broadcast Rights. Notwithstanding anything contained in Section 2.1 through 2.3 to the contrary, it is agreed that from time to time forms or methods of additional distribution rights of the aforementioned radio programming may arise or be created that might not have been contemplated, might not have existed as of the date of this Agreement or specifically mentioned in this Agreement, and these rights shall be subsequently included in the rights granted to Learfield based upon the approval of the University, which approval will not be unreasonably withheld, and the Net Revenue from such rights shall be added to the AGR. Without limiting the foregoing, Learfield shall use commercially reasonable efforts to secure satellite and high definition radio transmission at no charge to the University and Learfield shall offer regular audio podcasts at a frequency and level to be agreed with University. All rights in and to the broadcasts and programs shall cease at the expiration of this Agreement and shall revert to University.

2.5 Football, Men's Basketball and Women's Basketball Coaches' Television Shows.

A. Learfield shall have the exclusive rights to broadcast and sell sponsorships in weekly coaches’ television shows for football, men’s basketball and women’s basketball.

B. Learfield will produce and clear a total of no less than twelve (12) football and no less than twelve (12) men’s basketball weekly coaches’ shows each year that will be not less than thirty (30) minutes in length per show. Compensation of coaches, if any, will be paid by University but Learfield shall be responsible for all other costs relating to production and
distribution of the shows. Any compensation of the coaches in respect of such shows shall be in the sole discretion of the University. In no event shall Learfield be responsible for any compensation of coaches. Notwithstanding the provisions of the preceding sentence to the contrary, if University wishes that Learfield pay part or all of a coach’s compensation, it shall notify Learfield in writing of the amount of a coach’s compensation that it wishes Learfield to pay and Learfield shall pay the Coach’s Compensation Amount in two equal payments at the times that Learfield pays the University its Guaranteed Royalty Fee (December 31 and June 30). Learfield shall then deduct from the Guaranteed Royalty Fee the Coach’s Compensation Amount which will be a credit against the Guaranteed Royalty Fee then owed by Learfield to the University. Parties may agree to proceed with coaches’ television shows for any other sports outside of those mentioned above and the net revenue (gross revenue less expenses such as production and distribution for the shows, provided such costs and/or budget have been agreed with University and if the costs and budget are in line with other Comparable Learfield Schools, University shall not witheld approval.) in relation to such additional sports shows shall be included in the AGR as hereinafter defined. Learfield may sell a specific placement of the coaches’ show. Such coaches’ shows shall be held at the Stueckle Sky Center on campus, unless the parties mutually agree otherwise. Learfield must provides a compelling reason, which may be a financial reason, for the coaches’ show to be held at a different location, such as a or at a broadcast studio of Learfield’s choice which is convenient to University’s campus but shall also ensure that University does not lose revenue by such change of venue, for example through increased transportation costs and/or loss of food and beverage revenue. University shall require coaches to be in attendance at each show agreed to under such contracts, provided the time commitments undertaken by each such coach is consistent with the
coach’s primary coaching responsibilities and each coach’s contractual obligations to the University. Coaches will be encouraged but shall not be required to attend coaches’ shows in person if the show is broadcast from outside the Boise, Idaho area. In this regard, it is agreed that a period of time which is sufficient for the production of a thirty-minute weekly coaches’ television show will not unduly interfere with a coach’s primary responsibilities to University. Notwithstanding the foregoing, Learfield will make every effort to ensure that the location of the coaches’ shows shall be convenient to Boise State University and its coaches. University reserves the right to refuse a location if the location is inconsistent with the University’s goals, mission or image or if the location is too inconvenient.

2.6 Third Tier Television Broadcast Rights.

A. University agrees to license Learfield the exclusive rights to broadcast television play-by-play programming which is not otherwise prohibited by University’s affiliation with the WAC, the PAC 10 for wrestling, or any other conference to which University is affiliated during the Term or the NCAA (“Third Tier Television Rights”). Such Third Tier Television Rights include football, men’s and women’s basketball and any other University intercollegiate sport, preview shows, a video season ticket podcast, replay shows and video magazine shows. Learfield will be responsible for all costs relating to the production and broadcast of such Third Tier Television Rights and Learfield shall retain all revenue generated from the Third Tier Television Rights and such revenue will be included in the calculation of AGR. Subject to the provisions of Section 4.2 below, these Third Tier Television Broadcasts shall be aired live or with a reasonable tape-delay as agreed with University. The live televising of home football and basketball games shall be at the discretion of the University.
based on ticket sales and sell-out policies and the University shall have the right, in its sole
discretion to request a tape-delay broadcast of any home game accordingly.

B. Notwithstanding anything herein, Learfield agrees that BRONCOvision shall be
the exclusive video streaming venue for all University home and away events, unless and until
agreed otherwise with University. Learfield or the applicable television broadcaster shall be
provided a link to BRONCOvision from its applicable website.

C. University Promotional Time. Learfield shall provide University with, or shall
procure for University, promotional air time in kind and other marketing and promotional
commitments during broadcasts of the game of a level no less than provided to University for
its own use (rather than its sponsors’ use) historically during the 2008 - 2009 Athletic Year to
the greater of the amount it had received historically during the 2008 - 2009 Athletic Year, and
as required in the contract between Belo Corporation (KTVB Media Group) and University
dated June 30th, 2005 (“Existing TV Contract”) a copy of which was provided to Learfield as
part of the RFP, or two (2) thirty (30) second spots for University institutional (rather than
Athletics) promotional matters only. Learfield shall also provide University with, or shall
procure for University, promotional air time in kind and other marketing and promotional
commitments on the flagship station(s) outside of game broadcasts of a level no less than
provided to University for its own use (rather than its sponsors’ use) historically during the
2008 - 2009 Athletic Year.

D. Learfield shall record all television broadcasts and shall provide University with a
copy of all broadcasts and programs created hereunder. All rights in and to the television
broadcasts and programs shall cease at the expiration of this Agreement and shall revert to
University.
E. University shall be considered the copyright owner of, and be entitled to receive all copyright royalty fees in any form allowed by law attributable to, the use or broadcast of the sporting events, preview shows, coach’s shows and other programming produced by or on behalf of Learfield hereunder and University shall be entitled to all royalties, fees or other income (excluding, however, any sponsorship or advertising income, which shall be shall be included in the AGR as hereinafter defined) which may be attributable to the use of said broadcast material and recordings and Learfield will provide any assistance needed by University to implement any use of said material other than by television transmission.

F. University shall own the copyright of and in all broadcasts (live or delayed) and recordings of events or shows covered by this Agreement. Notice of the University copyright shall be included as part of every event broadcast made pursuant to this Agreement. The notice shall consist of the symbol “©” or the word “copyright” followed by the year that the event is first broadcast and the name “Boise State University” in every broadcast or medium of delivery.
2.7 Miscellaneous Terms Applicable to Coaches. Subject to the coaches’ pre-existing contractual sponsorship obligations, University will require its coaches to cooperate with Learfield should Learfield need to obtain an endorsement that is beneficial in promoting the University’s Athletic program and maximizing the income from the rights granted under this Agreement; nevertheless, Learfield acknowledges that coaches shall not be required to endorse a particular product. University will use its best efforts to prevent its coaches from participating, directly or indirectly, in the endorsement of any product or service that competes with the products or services offered by Learfield’s sponsors. Except as set forth herein, and subject to each coach’s contractual obligations to University, University will require its coaches to cooperate with Learfield to accommodate reasonable requests of Learfield for its sponsors (such as special appearances, autographs, and letter-writing). Any coaches’ endorsements by Learfield must conform to University, WAC, PAC 10 (wrestling only), or any other conference to which University is affiliated during the Term and NCAA rules and guidelines.

2.8 Video/DVD Rights. If Learfield and University mutually agree that a season ending or other highlight audio-visual program (being video, DVD and/or other audio-visual medium as agreed with University) (together defined as “Video Program”) is warranted for a particular University team, Learfield shall, at its expense, produce or cause to be produced and sell or cause to be sold, such Video Program at Learfield’s cost and Learfield shall retain all of the revenue derived therefrom provided that the Net Revenue (gross revenue in excess of the cost of producing and selling the Video Program provided such costs and/or budget have been agreed with University and if the costs and budget are in line with any other Comparable Learfield Schools, University shall not withhold approval.) shall be considered part of the

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AGR. University shall approve the content and artwork of any and all Video Programs.

2.9 Athletic Internet Site and Internet Video Streaming and e-Commerce.

A. While University will control and produce the University’s official athletic website, University hereby licenses Learfield the exclusive rights to all sponsorship revenue generating opportunities which now or in the future may exist on the University’s Official Athletics Website (“OAS”) (http://broncosports.com), including, but not limited to, all rights to sell sponsorships in the form of company logos and messages on University’s OAS, audio streaming of sponsorship messages and direct internet access to other websites as well as all other sponsorship opportunities which now or in the future may exist in the future on the OAS. All resulting gross revenue derived by Learfield from these rights shall be added into the calculation of the AGR. All other rights relating to the OAS, including but not limited to audio and visual streaming, subscription member services, fundraising, auctions, merchandising, ticket and event revenue and editorial content shall be retained by University. University shall be responsible for providing editorial content on the OAS. Notwithstanding anything contained in this Section 2.9 to the contrary, Learfield acknowledges that the University presently has an existing relationship with Jump TV (host of the OAS) and until and unless such relationship is terminated, Learfield shall not have the right to manage, produce or further develop the OAS unless separately agreed with University. However, University will provide Learfield with the opportunity to have input on decisions regarding the OAS but shall not be obligated to implement Learfield’s suggestions. Upon termination of University’s agreement with Jump TV, University, with input from Learfield, shall have the right to select Jump TV’s successor but University shall not be obligated to grant such rights to Learfield. In the event that Learfield is granted the right to manage the OAS and/or the audio or video streaming,
Learfield shall negotiate the contract with an appropriate website hosting company and pay the then applicable hosting fee for the OAS ("Hosting Fee"). The Hosting Fee shall not be deducted from the Guaranteed Royalty Fee set forth in Section 4.1 and the resulting revenue shall be treated separately from the AGR hereunder.

B. Learfield shall have the exclusive right to publish and distribute an Official Sports Report ("OSR"), daily e-mails of up-to-date and unique news to University fans and constituents. To assist Learfield in its marketing and distribution efforts of the OSR, subject to the applicable data privacy laws and at Learfield’s cost, University agrees to distribute such OSR and other Learfield news to its database or e-mail addresses of season ticket holders, and individual game ticket purchasers, athletic department donors and boosters. University will use reasonable efforts to have such OSR distributed to the database or email addresses of the University’s alumni association. Learfield acknowledges that University does not control the University alumni association’s database or email addresses and that Learfield will be responsible for any costs associated with such distribution.

2.10 Game Program and Schedule Card Production and Sponsorship Rights.

2.10.1 Football; Men’s and Women’s Basketball. Learfield shall have the exclusive right to print, publish, distribute and sell sponsorship space in football, men’s and women’s basketball programs (or similar game day publications) for all home games and matches played by University and those designated as home games or matches although played or conducted on a neutral site, during its regular seasons and schedule cards for the other sports (collectively the aforementioned programs and roster cards are referred to herein as “Game Publications”).

2.10.2 Matters Relating to All Programs. All costs of printing and distributing all athletic game programs will be the responsibility of Learfield. The quality
and quantity of the game programs will be not less than what has historically been produced by or on behalf of University on a per-game basis for University based on sales demand and no less than the quantity and quality specified in Attachment B of the RFP. University shall be responsible for providing all written content and editing thereof that is required for each Game Publication and will work with Learfield to determine the design of Game Publications and in some instances will be responsible for design elements of the Game Publications. University retains final control of all content and design of its Game Publications but will not have control over sponsorships in Game Publications which control will belong exclusively to Learfield, provided that University has agreed to the percentage of space in the respective Game Publication made available to the sponsors in aggregate. University shall be responsible for supplying Learfield or its printer with Game Publication content not less than 30 business days prior to a Game Publication’s publication for “static” pages and not less than five (5) business days for “change” pages. Learfield will provide University with a mutually agreeable reasonable number of complimentary Game Publications, to be no less than five hundred (500) copies in respect of football Game Publications and one hundred (100) in respect of the other Game Publications. University shall have the right to purchase at cost additional copies of Game Publications for its own use from Learfield. Learfield shall charge University no more than its actual printing cost in respect of such additional copies. In addition to the sponsorship revenue from Game Publications, Learfield will retain any game day vending revenue from Game Publication sales which shall be included in the calculation of the AGR. Learfield and University will review and mutually agree upon the sales price, quantity and format of the respective Game Publications for the upcoming season no less than once a year.
2.11 Sponsorship Signage.

A. Except as otherwise set forth in this Agreement, University grants Learfield the exclusive rights to sell sponsorships on all the existing as well as all the future permanent signage (electronic or otherwise) and temporary signage in all University athletic venues, including, but not limited to,

- Bronco Stadium
- Taco Bell Arena

B. If, during the Term, University decides to install new electronic or enhance existing electronic signage or install new videoboards or enhance existing videoboards at any of its athletic venues (collectively the “New Signage”), Learfield will have input into the New Signage in order that Learfield can manage the sponsorships which will result from the New Signage and Learfield will retain all revenue from the New Signage sponsorship sales where such New Signage was paid for out of the Capital Stipend and such revenue shall be included in the calculation of the AGR. If the University decides to install New Signage over and above that which is funded by the Capital Stipend, before so doing it shall agree with Learfield how it shall be funded and how the revenue shall be treated hereunder.

C. The above foregoing notwithstanding, University reserves the rights to utilize signage (electronic or otherwise) for such reasonable amounts of time as agreed upon by Learfield for pre-game, half-time, quarter breaks, game time-outs or post-game for University’s need to promote University sports, the University or University events or accomplishments, or athletically-related activities as deemed reasonably necessary by University but in no event for any commercial underwriting or commercial sponsorship or advertising of any kind, other than for the University Bookstore and for hotel and automobile
lease/transport trade partners as agreed with Learfield, and subject to the provisions of Section 6.1 of this Agreement, in any event to be no more than historically provided to University Bookstore and such hotel and automobile lease/transport trade partners during the 2008 - 2009 Athletic Year.

2.11.1 Athletic Venue Sponsorship Rights. The specific athletic venue sponsorship rights will include, but not be limited to, the following signage:

Bronco Stadium ("Stadium"):
- Main scoreboard permanent panels
- Main scoreboard tri-vision panels
- Fascia signage
- Field level signage and banners
- Façade, Tunnel and Concourse Signage
- On-field logo, with University’s approval and provided that this does not adversely affect the turf
- Message Center Displays
- Promotions that involve sponsors at all events, provided that the University has agreed to such promotions
- Press conference backdrops
- Coaches’ headsets
- Football goal post pads
- Exterior marquee and signage
- Video board features, promotions, replay swipes, PSAs and billboards
- Digital signage (when available in the future)
➢ Sound system cover
➢ Concession signs
➢ Cold air balloon signage
➢ Temporary signage
➢ Television monitors (Bronco Vision)
➢ Field Goal Nets (if such nets can be installed without detriment to spectators view and without damage to the track and field facilities)
➢ Virtual signage during telecast (subject to any rights retained by the WAC/ESPN)
➢ Sideline Cooling Systems
➢ Sideline Equipment Crates
➢ Sideline employees (e.g., chain crew, managers, etc.) clothing and equipment, as permitted (i) by the University’s agreement with Nike or the applicable apparel contract at that time and (ii) the applicable Conference rules.
➢ Cup Holders, if available
➢ Other opportunities as approved by University

Taco Bell Arena Signage:
➢ Rights to the center hung scoreboard signage
➢ Rights to the University’s main scoreboard and panels and auxiliary boards
➢ Rights to the University’s LED displays, if available in the future
➢ Scoreboard, fascia and vomitory displays
➢ Scorers’ table, press row and baseline table advertising panels (rotational, digital, or static)
➢ University and opposing team bench chair backs and kick plates
Message center displays
Video advertising displays
Basketball goal posts padding
Basketball backboard supports (goal profile)
Team entry canopies/signage
Playing surface logo opportunities, as approved by the University
Shot clock advertising panels
Suite Signage
Virtual signage during telecast
Courtside, rotational and permanent signage
End wall permanent and rotational signage
Upper corner sponsor panels
Mezzanine permanent and rotational signage
Exterior marquee and signage
Temporary signage and displays
Static signage opportunities that either currently exist or which Learfield may elect to sell in and around concession areas, facility entries/exits, restrooms, concourses, portal entries/exits into seating areas
Concession, concourse and lobby displays
Plastic souvenir cups and concession (food) containers subject to University’s existing arrangements with its pouring rights partner and/or concession provider
Courtside employees, not to include scorer’s table personnel (e.g., ball boys, managers, etc.) clothing and equipment as permitted (i) by the University’s
agreement with Nike or the applicable apparel contract at that time and (ii) the applicable Conference rules.

- Scoreboard signage in the practice area
- Blimp signage
- Profile Signage (on top of basket supports)
- Other opportunities as approved by University

All Taco Bell Arena signage sponsorship must be subject to the existing agreement between the University and Taco Bell primarily that sponsorship shall not be sold to a competitor of Taco Bell. Furthermore, such sponsorship shall be in respect of athletic events only and sponsors shall acknowledge that their respective signage may be covered or obscured at a non-Athletic event and/or at an athletic event that is not controlled by University such as a NCAA tournament. Learfield acknowledges that University has a separate arrangement with Taco Bell Arena and therefore agrees to consult with University with regard to all Taco Bell Arena signage and inventory and rights granted therein. Notwithstanding the foregoing sentence, the Taco Bell Arena Signage referred to above, shall be available to Learfield in accordance with the terms of this Agreement.

Other Sports Venues:

- Main scoreboard ad panels
- Any sideline and end-line advertising panels
- Message center displays
- Video advertising displays
- Public address announcements
University and opposing team dugout and bench signage

Temporary or permanent playing surface logo opportunities

Static signage opportunities that either currently exist or which Learfield may elect to sell in and around concession areas, facility entries/exits, restrooms, concourses, portal entries/exits into seating areas

Temporary signage and displays for special events

Plastic souvenir cups and concession (food) containers subject to University’s existing arrangements with its pouring rights partner and/or concession provider

Other opportunities as reasonably approved by University

Press Backdrop

Any signage other than the aforementioned signage shall be subject to consultation with University and further subject to the provisions of Section 1.3 above in respect of Additional Rights and/or Material Inventory Alteration.

For the avoidance of doubt, marketing, merchandising, sponsorship, signage, media and commercial rights for events on or within University’s facilities that are hosted by other third party organizations or organizations within University that are not related to the Athletic Department, are excluded from this Agreement. Learfield may not enter into contracts with sponsors that prevent University, its Alumni or the University Foundation, from contracting with competitive sponsors for non-University Athletics events, regardless of where the events are held. Furthermore, where University shares facilities with a third party, for example the softball field, the rights granted herein shall only apply Athletic Department events.
2.11.2 Existing Message Board, Videoboard Rights, and Public Address Announcements. University grants Learfield the exclusive rights to secure sponsors for announcements, messages and videoboard displays on existing public address, electronic ribbon boards, scoreboards or videoboards including, but not limited to, out of town scores, trivia, statistics, features, segments, replays, commercial logo branded messages and contests. University will provide Learfield and its sponsors the necessary reasonable production and execution support needed for such announcements and messages at no cost to Learfield. The amount of necessary production and execution support provided will be reasonable and commensurate to that amount provided by University for University sponsors in the past. Any production and execution support over and above these reasonable amounts will be billed to Learfield by University at prevailing rates.

2.11.3 Maintenance of Sponsorship Signage, Message Boards and Videoboards. Learfield shall be responsible for all costs and expenses relative to any copy or art changes for replacement of existing signage. University will be responsible for the maintenance of both the existing and any new permanent signage and equipment, including the videoboards, rotating signage and static signage. University will also be responsible for payment of the game-day video board production charges. University will use all reasonable efforts to ensure that all such signage will be repaired in a timely manner in order to make such signage fully functional and operational.

2.11.5 New Inventory Items. It is understood and acknowledged that from time to time University may wish to install new items or upgrade existing items which are capable of adding to the inventory available under this Agreement or enhancing the existing inventory ("New Inventory Items"). All of the New Inventory shall be marketed and sold exclusively by
Learfield and the Net Revenue received by Learfield from any New Inventory Items shall be included in the calculation of the AGR each year, provided that such costs have been mutually agreed with University. Notwithstanding the foregoing, if any New Inventory Items are paid for by the University from funds other than the Capital Stipend, University and Learfield shall first agree how such New Inventory Items are to be funded and whether any of the increased revenue is to be paid directly to University to compensate for the expenditure over and above the Capital Stipend.

2.11.6 Temporary Signage. University, at no additional cost or expense, agrees to help facilitate Learfield obtaining the exclusive rights to sell or create temporary signage opportunities at University games or events which occur at a neutral venue. Any such temporary signage shall be paid for, erected, maintained and operated at the sole cost and expense of Learfield. All of the revenue received by Learfield from any temporary signage shall be included in the calculation of the AGR each year.

2.12 Promotional Items and Events. Throughout the Term, University grants Learfield the exclusive rights to the following promotional items and events:

2.12.1 Printed Promotional Item Rights. Learfield will have the exclusive right to sell sponsorships on all University printed promotional items relating to Athletics including, but not limited to, team rosters, ticket backs, parking passes, roster cards, ticket applications and mailer inserts, ticket envelopes, posters, sports calendars, fan guides, trading cards and schedule cards ("Printed Materials"). University and Learfield will mutually agree on an annual basis upon the sponsors, content and amounts of Printed Materials. However, the quantity (numbers produced) and quality will be no less than was being produced by or for University historically unless and until such Printed Materials can be replicated in all or in part
electronically e.g. electronic ticketing and such advertising space is no longer available.

University will be responsible for the design of Printed Materials. Learfield shall provide the sponsors logos and materials together with the necessary rights for University to reproduce such logos and materials in a format and timeframe as reasonably requested by University as needed to produce the Printed Materials in a timely manner. The cost of printing the Printed Materials will be at a level consistent with the historical cost and will be the responsibility of Learfield and shall not be deducted from the AGR.

2.12.2 Game Sponsorship and Promotional Sponsorship Rights. Learfield will have, at a minimum, the right to secure sponsors for pre-game, game “time-outs”, half-time, and quarter breaks sponsored promotional activities and special game day on-field and on-court promotions or contests as well as official game sponsorships. University reserves the right to use, at no cost and expense to Learfield, a reasonable amount of time to be agreed upon by Learfield during any pre-game, game “time-outs”, half-time, and quarter breaks for University’s need to promote University’s fundraising efforts, development projects, sports, upcoming University events or accomplishments, subject to Section 6.1 of this Agreement, the University Bookstore and such hotel and automobile lease/transport trade partners or athletically related activities. Promotional activities may include, but are not limited to, premium item giveaways, fan contests on the field, floor, or in the stands, sponsored entertainment acts, product samplings, inflatables, games, temporary signage, coupons and free product distribution and product displays; provided, however, this is not intended to exclude approved University student organizations’ fundraising activities and other similar on-field/on-court recognition which do not have any commercial endorsement which in all events is strictly prohibited. By the first day of December of each year, Learfield will coordinate and
discuss with University an annual game/event promotions sales plan for the following athletic year. University will provide Learfield with all reasonable assistance in the sponsorship, promotions and implementation/facilitation as needed during these game-related activities. At University’s reasonable request, Learfield will respect the University’s environmental sustainability efforts and other applicable mission goals and/or policies when entering into promotional activities.

2.12.3 Game Day Hospitality Rights.

A. Learfield shall have the exclusive rights to all corporate hospitality tents and group ticket sales related to corporate hospitality tents ("Hospitality Rights"). The Net Revenue, if any, derived from Hospitality Rights shall be included in the calculation of the AGR. Learfield shall be responsible for payment of costs associated with Hospitality Rights, subject to sub-section B below.

B. Hospitality Tent. University shall provide to Learfield, at no cost to Learfield, space for hospitality tents or any alternative facility for its clients at all University home football games as well as all football games played at a neutral site if University is designated as the home team and as the home team retains such rights. In all instances, University shall approve the location of the Hospitality Tent or alternative facility. The current hospitality area is the Keith & Catherine Stein Plaza by the Caven-Williams Sports Complex.

C. Learfield acknowledges and agrees that the activities of the University Alumni Association are excluded from this Agreement. The Alumni Association may host corporate hospitality and/or tailgate events which may be sponsored provided that these are held off-campus. The Alumni Association is currently located on University Drive but not on University owned land.
2.12.4 Fan Festival Rights. In addition to those rights described in Section 2.12.2, Learfield shall have the exclusive right to sell sponsorships, sponsorship packages (including tickets, meal and beverage vouchers) and corporate involvement for any existing interactive fan festival or related activities, that it creates with the approval of the University, such approval not to be withheld unreasonably, as well as those that University creates in the future with Learfield’s approval, not to be withheld unreasonably. The Net Revenue from such events shall be included in the calculation of the AGR. The following are examples of at-event impact sponsorship inventory which will be available throughout the Term exclusively to Learfield but such examples are not intended to be the only available inventory:

- Product displays
- Sampling, couponing and free product distribution to fans attending University events
- Title and/or rivalry sponsorships of University Athletic events
- Presenting sponsorships of University Athletic events
- Pre-game post-game, half-time and timeout in-arena/stadium, on-court/field promotions, contests, mascot appearances, corporate recognition/presentations, and/or giveaways
- Plastic souvenir cups and concession (food) containers, subject to University’s existing arrangements with its pouring rights partner and/or concession provider.
- Mascot/Cheerleader appearances
- Inflatables/games
- Kid’s Club sponsorships (subject to the existing arrangements between University Athletics Department and University Bookstore)
- Varsity team tournaments and special events
Ancillary entertainment opportunities such as half-time shows, etc.

Midnight Madness-type events

For the avoidance of doubt, nothing herein shall prevent University from offering such events, without sponsorship, and on consultation with Learfield if such event involves a third party company for example a licensed merchandise retailer, and any revenue shall not be included in the calculation of the AGR.

2.12.5 Licensing Opportunities & Retail Promotions. Commensurate with historical broadcast and sponsorship agreements, and subject to existing licensing agreements, University grants Learfield the right to use University’s name, trademarks, service marks, logos or symbols as identified at Schedule 2.12.5 on a royalty free basis to Learfield and its sponsors with regard to any promotions, sponsorships, commercial endorsements, or any other marketing activities covered in this Agreement; provided, however, that (i) University has approval, not to be unreasonably withheld or delayed, of all artwork produced by Learfield and/or sponsors, media partners and other third parties with whom Learfield contracts in accordance with this agreement, that bear the University’s name, team name and/or other trademarks including University’s logos, the blue field and other indicia that identify the University such as the college colors of blue and orange and the mascot and (ii) Learfield agrees that the sale or distribution of University logo bearing merchandise by Learfield or a sponsor is prohibited unless such merchandise is acquired through a supplier licensed by the University or the University Bookstore, and all such merchandise or designs shall have first been approved by the Director of Trademark Licensing, such consent not to withheld unreasonably. For the avoidance of doubt, no party is permitted to sell product or services on
University campus except through the University Bookstore without University approval. If a sponsor wishes to distribute a product or service on University campus, whether as a giveaway or for a fee, Learfield shall first consult with University and University shall have right of approval over such distribution, not to be unreasonably withheld. Learfield shall have the right to offer to sponsors the ability to enter into retail promotions, which make use of a University logo, such as using the University logo in point of sale materials ("Specific Sponsorships"). Learfield shall have the right to sell Specific Sponsorships throughout the Term of this Agreement and shall consult with University in respect of the same. The style and presentation of the Specific Sponsorship shall be submitted in writing or via email to the Director of Trademark Licensing for approval. If Learfield does not receive an approval or non-approval within seven (7) business days of its submission, the style and presentation of the Specific Sponsorship will be deemed approved by the University.

Learfield and those Learfield sponsors of University will have the right to use tickets in their retail promotions and all their projects which are related to Learfield’s rights under this Agreement. Subject to the Exclusions and Excluded Sponsorships referred to in sections 3.9 and 3.10 respectively, the Parties agree not to allow the use of athletic event tickets for promotional purposes that specifically compete with Learfield’s sponsorship sales efforts ("Restriction") by all other parties without the approval of University and Learfield, not to be unreasonably withheld. To the extent possible, University agrees to place an appropriate notice on all athletic event tickets in order to give effect to the Restriction.

2.13 Rivalry Series. The Parties will cooperate in the development of additional promotional marketing opportunities, including, but not limited to, the right to market and/or create one or more corporate-sponsored rivalry series for all athletic events. Specific details of
any new rivalry series events will require the approval of the University in its sole discretion. Any rivalry series which is created by Learfield as well as all neutral site games whose rights belong to University and not the other team shall be Learfield’s rights on an exclusive basis, including sponsorships, game sponsorships, print rights and all other promotional items. Notwithstanding the foregoing, and subject only to reciprocal rights granted to the rival school, University shall retain all rights in and to, including merchandise rights, the Rivalry Series which shall continue beyond the Term. As part of any future agreement for a neutral site game whose rights belong to University, University will not permit the solicitation of any University/Learfield client in a major sponsorship category (including, but not necessarily limited to, telephone, insurance, banking, and automobile), and will not permit the solicitation of any competitor of Learfield client in a major sponsorship category, for a title sponsorship and secondary or “presenting” sponsorship.

2.14 Relocation of a University Home Game. If during the Term, one of the University’s home football games is moved to a neutral location or to the visiting team’s location (“Displaced Game”), a fair and equitable reduction in the Guaranteed Royalty Fee and a corresponding adjustment to the Revenue Share Hurdle amounts shall be negotiated in good faith by the parties in recognition of the sponsorship revenue affected which results from a Displaced Game; provided, however, if the Displaced Game is replaced in the same season with another home game involving another team in the University’s conference or a team which is comparable in stature, national prominence of its program or national ranking to the team which is involved in the Displaced Game or a team which is a traditional rival of University, then there shall not be any reduction in the Guaranteed Royalty Fee or any increase in the Revenue Share Hurdle Amount.
3.1 Tickets and Parking Passes. Throughout the Term, University shall provide Learfield, at no cost to it, the number of tickets and parking passes specified in Schedule 3.1, which shall be no less than the same historical number of season and individual tickets in the same or better historical locations to football, men’s and women’s basketball games and other University intercollegiate games which were provided or allocated to sponsors, as well as TV and radio broadcast providers and rights holders, for the 2008 - 2009 Athletic Year. Said tickets and parking passes shall be of the same or better quality as to locations previously provided by University. In addition, Learfield shall have the right to purchase additional tickets from University, if available, the quality of which will be based upon availability and the tickets afforded the highest level of donor status by University (“Additional Tickets”). The price for the Additional Tickets shall be the lowest available price charged by University for the same quality of ticket together with the associated Bronco Athletic Association fees and any other dues required for third party purchase of the applicable tickets. Learfield shall have the right to purchase additional parking passes from University, if available, at the lowest available price charged by University.

During each year of the Agreement, University will provide Learfield the right to purchase up to 200 bowl game tickets; 24 men’s and women’s WAC Conference Basketball all session tournament tickets; 30 men’s and women’s basketball NCAA first- and second-round tickets; 30 NCAA men’s and women’s regional tickets; and 50 Men’s and Women’s Final Four tickets, provided that University is participating in the applicable game. The quality of the tickets allocated to Learfield will be proportional to the quality of the total tickets made available to University. If, for example, one-third of University’s tickets are in the lower level
of the WAC Tournament, one-third of Learfield’s allocation of tickets will be in the lower level, as well. University will provide parking passes at cost to Learfield on an “as available” basis. In addition, University will provide at no cost to Learfield, four (4) VIP parking passes to all University athletic events (football passes are for reserved spots) and two VIP reserved spots through the University’s Club seat program for football. Notwithstanding the foregoing, University shall be able to give away tickets in return for operational services provided to University and other trade provided that such activity does not impinge upon the sponsor rights granted to Learfield hereunder.

3.2 No Existing Agreements. University represents and warrants that it has not executed any advertising or sponsorship agreements, which extend past the 2009 - 2010 Athletic Year. If there are any advertising or sponsorship agreements which extend beyond the 2009 – 2010 Athletic Year, including the St. Luke’s-Idaho Elks Agreement, such agreements and the revenue therefrom shall belong to Learfield, excluding the Boise Office Equipment Agreement which University will not renew or extend and will receive the revenue therefrom through June 30, 2011. Except for the Boise Office Equipment agreement through the 2010 – 2011 Athletic Year only, any revenue that University receives from an advertising or sponsorship agreement which extends past the 2009-2010 Athletic Year shall be paid to Learfield by University, failing which, the amount of such revenue shall be deducted from the Guaranteed Royalty Fee.

3.3 Credentials; Parking and Travel:

University will also provide all-access credentials and parking on all game days for Learfield’s staff members and, from time to time, members of its senior staff.

A. To the extent that there are seats and sufficient capacity, and subject to
University's head coach’s approval, University will pay for the travel expenses for Learfield’s radio crew (consisting of 3 persons) on the team’s charter to such away football games in which University’s teams appear but Learfield will be responsible for the broadcasting crew's hotel, per diem, and if applicable, commercial airline or vehicular travel, expenses. Learfield shall use best efforts to ensure that such radio crew comply with University's policies and guidelines with respect to their attendance on such charter and University reserves the right to prohibit such radio crew from such charter flights if the radio crew does not follow the University’s policies and guidelines. If available, University will further provide Learfield with space on any chartered aircraft carrying University’s football team for up to four (4) persons and a Learfield staff member for Learfield’s client development, provided that all such persons shall comply with University’s policies and guidelines with respect to their attendance on such charter. University shall charge Learfield for such seats at cost.

B. Notwithstanding anything hereunder, all seats on any charter flights shall be subject to University’s approval and subject to University’s operational needs and also the respective coach’s approval.

C. Learfield shall be responsible for all costs in association with the broadcasting crew including hotel, per diem, commercial airline or vehicular travel, expenses for all other games.

3.4 Office Space. University acknowledges and agrees that Learfield’s performance under this Agreement and the resulting benefits to University will be better enhanced if Learfield is provided office space on the campus of University, preferably near or within University’s Athletic Department. University will provide appropriate office space and the use of existing office furniture in a University athletic facility to Learfield during the Term of
the Agreement ("Leased Premises") at no additional cost to Learfield. Any changes or enhancements relative to the Leased Premises and furniture therein shall be at the sole cost and expense of Learfield, and shall be at the prior written consent of University. The Leased Premises shall be of a size and quality to accommodate four (4) full-time Learfield employees and one intern. Learfield may hire additional personnel in consultation with University. University will establish telephone and internet access to Learfield in the Leased Premises at no cost to Learfield; however, Learfield will be responsible for reimbursing all related charges other than the set up fees including but not limited to the monthly charges and long distance toll charges. In addition, Learfield will be responsible for paying for out-of-pocket expenses such as office supplies. University will pay for all utilities relating to the Leased Premises. If Learfield needs to expand its staff to carry out its responsibilities under this Agreement, subject to availability, University shall use its best effort to provide Learfield additional office space, rent-free, to accommodate such need in reasonable proximity to Learfield’s Leased Premises, or in different space large enough to accommodate all of Learfield’s needs. Learfield shall comply with all labor laws and regulations as specified further in section 8.20 below.

3.5 Efficient operation. Except as otherwise provided in this Agreement, Learfield will furnish all labor, management, supplies, and equipment necessary to fulfill its obligations herein; provided, however University will provide non-financial assistance for sponsorship fulfillment and execution at no expense to Learfield (such as the implementation of an on-field or on-court contest during pre-game, halftime or a time-out, provided that such assistance required is reasonable and within University’s staffing capacity). Learfield shall provide the necessary number of staff personnel as are reasonably required for Learfield to
perform its obligations under this Agreement. It is anticipated that Learfield will require four (4) staff personnel including a General Manager with at least 7 years of applicable experience. University shall have the right to approve the General Manager, which approval will not be unreasonably withheld so long as the General Manager has sufficient prior experience to carry out his duties and responsibilities and shall be consulted in respect of all staff to be hired by Learfield to work for Bronco Sports Properties.

3.6 Permits. Learfield will be financially responsible for obtaining all required permits, licenses, and bonds to comply with pertinent University rules and policies and municipal, county, state and federal laws, and will assume liability for all applicable taxes including but not restricted to sales, income and property taxes.

3.7 Successful Performance. Recognizing that successful performance of this Agreement is dependent on mutual cooperation between the Parties, Learfield will meet periodically with University to review Learfield’s operations pursuant this Agreement and make necessary adjustments. Learfield will at all times recognize that University is a State university and Athletics is only part of the institution and therefore, Learfield will take this fact into account as part of its mutual cooperation with University.

3.8 Blogs. University acknowledges and agrees that it is the exclusive right of Learfield to provide ongoing, regular and real time coverage of University athletic events which not only includes the game itself but also includes pre-game, half-time, quarter breaks and post-game broadcasts (“Game Coverage”). University further acknowledges that the right to provide any type of commercial sponsorship or promotion in such “game coverage” on a blog or other similar means which features, describes, includes or discusses any University team in action as it occurs or “Game Coverage” (including any pre-games, half-time, quarter
breaks or post-game) is an exclusive right belonging solely to Learfield ("Blog Sponsorship"). This Blog shall be made available on University’s OAS and nothing herein shall prevent University from writing its own blog(s) provided that no University written blog relating primarily to Athletics may contain any type of commercial underwriting or commercial sponsorship or advertising of any kind. If either University or Learfield become aware of any third party blog which includes blog or blog-type Game Coverage or Blog Sponsorship or a blog which violates the Conference Policy (collectively a "Violating Blog"), University will act reasonably to attempt to arrive at a satisfactory solution to eliminate the Violating Blog. Notwithstanding the foregoing, failure by University to eliminate a Violating Blog shall not be considered a material breach of this Agreement.

3.9 Exclusions. Learfield acknowledges that none of the revenue associated with the agreements as referenced in Schedule 3.9 to this Agreement ("Excluded Agreements") shall belong to Learfield; provided, however, Learfield shall have the right to pursue and sell to those Excluded Agreement parties additional sponsorship opportunities not specifically covered by the terms of the Excluded Agreements.

3.10 Excluded Sponsorships. Notwithstanding anything contained in this Agreement to the contrary, Learfield agrees that it shall not sell the following categories of sponsorship or sell any advertising right to any company that engages in the following businesses throughout the Term of this Agreement, unless otherwise agreed to by University, which approval may be withheld in University’s sole discretion for no reason:

- Gambling (except the State authorized lottery). Establishments which provide gambling but also have other recognized sources of income such as a spa and resort are permissible sponsors so long as the sponsorship makes no reference to
the gambling aspects of the establishment.

- All Liquor (except that television broadcasts may include paid for advertising, but not sponsorship, from malt beverage or wine companies)
- Prophylactics
- Feminine hygiene products
- Tobacco products
- Sexually explicit materials.
- Adult entertainment
- Religious and/or political materials
- Ammunition and firearms
- Competitors of University which for purposes of this Agreement shall be limited only to other higher education institutions or competitors of the University Bookstore/Bronco Shop being including but not limited to bookstores and fan stores such as the Blue & Orange Store.
- Material that could be considered defamatory, obscene, profane, vulgar or otherwise socially unacceptable or offensive to the general public or may cause harm to student-athlete health, safety and welfare
- Advertising that may bring discredit to the purposes, values, principles or mission of the NCAA or University or may negatively impact the interests of intercollegiate athletics or higher education.

Learfield agrees that in exercise of its rights granted hereunder, it shall ensure that any advertising, sponsorship or other representation of the University shall be mindful of and
consistent with the good image, message and reputation of the University. Furthermore Learfield shall use reasonable efforts to ensure that all sponsors, advertisers, media partners and other parties with whom Learfield enters into arrangements with in accordance with the terms of this agreement, shall be mindful of and consistent with the good image, message and reputation of the University and that promotion or recognition of such third party will not materially distort or impair the presentation and image of the University, its Athletics program and the respective teams.

4.1 Guaranteed Royalty Fee. As payment for the rights licensed under this Agreement, Learfield will pay University a Guaranteed Royalty Fee in such amounts as set forth below. The Guaranteed Royalty Fee described below is based upon all of the following assumptions being completely accurate (collectively the “Assumptions”): (a) that at a minimum, the inventory available to Learfield for sponsorship sales shall be not less than the inventory which was available for sponsorship sales for the 2008-2009 Athletic Year and will include all the signage inventory available in the Taco Bell Arena including the signage sold to Cactus Pete, Jiffy Lube, Chevron and the Boise Airport (“Base Sponsorship Inventory”); (b) all of the exclusive rights described under this Agreement are available to Learfield throughout the Term; (c) all of the historical sales information provided by University to Learfield is accurate and the amounts set forth in the agreements between the University and its sponsors and advertisers are collected in full by University; and (d) except for the Excluded Agreements (but not the Boise Office Equipment Agreement), there are no advertising or sponsorship agreements which extend past the 2009-2010 Athletic Year. If any or all of the Assumptions do not occur, are not accurate or do not remain in effect for the entire Term of the Agreement,
then University shall negotiate in good faith with Learfield for a fair and equitable reduction in Learfield’s Guaranteed Royalty Fee, save that in the event that the Assumptions in subparagraph (a) or (c) above are not accurate the Guaranteed Royalty Fee will be adjusted downward on a dollar-for-dollar basis accordingly. If the Base Sponsorship Inventory or elements are materially reduced or eliminated, University will either replace inventory or alleviate those issues specifically identified by Learfield in writing associated with such inventory to Learfield’s reasonable satisfaction failing which the Guaranteed Royalty Fee will be adjusted downward on a dollar for dollar basis. All Guaranteed Royalty Fees owed by Learfield shall be paid one-half on December 31 and one-half on June 30 of each Athletic Year with a final distribution of any income derived through the agreed AGR formula or other adjustments made on or before August 31st of the following Athletic Year.

<table>
<thead>
<tr>
<th>Athletic Year</th>
<th>Guaranteed Royalty Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – 2011</td>
<td>$2,135,000*</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>$2,260,000</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>$2,335,000</td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>$2,410,000</td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>$2,485,000</td>
</tr>
<tr>
<td>2015 – 2016</td>
<td>$2,560,000</td>
</tr>
<tr>
<td>2016 – 2017</td>
<td>$2,635,000</td>
</tr>
</tbody>
</table>

If the University exercises its option for each Extended Period, the Guaranteed Royalty Fee for each Extended Period shall be as follows:

<table>
<thead>
<tr>
<th>Athletic Year</th>
<th>Guaranteed Royalty Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 – 2018</td>
<td>$2,710,000</td>
</tr>
</tbody>
</table>

* This amount reflects a $50,000 reduction to accommodate the University’s retention of that amount from the last year of the University’s contract with Boise Office Equipment.
2018 – 2019  $2,785,000  
2019 – 2020  $2,860,000

4.2 Reduction to Guaranteed Royalty Fee. Notwithstanding anything contained in this Agreement to the contrary, a fair and equitable reduction in the Guaranteed Royalty Fee Payment will be agreed upon by Learfield and University if any one or all of the following events occur and thereby reduce Learfield’s revenue during the Term of this Agreement, which reduction will be negotiated in good faith by the Parties unless another manner of reduction is otherwise provided in this Agreement:

A. University’s football, men’s or women’s basketball team incurs sanctions which prevent the team from appearing in conference championship games or post season conference tournaments, NCAA, or NIT tournaments (basketball) or playoff/bowl games (football):

B. The men’s football, men’s basketball or women’s basketball program is eliminated or substantially curtailed; or

C. Should any acts of terrorism, acts of state or the United States, strikes, labor shortages, epidemics or any natural disaster, including, but not limited to, flood, fire, earthquake, tornado, hurricane or extremely severe weather condition, drought, loss of power, whether or not resulting from a natural disaster, prevent a University game being played at its originally scheduled athletic venue. However, the Parties recognize that it is preferred that University reschedule a game at a different date or time in an effort to keep the game as a home game instead of moving the location of the game to the visiting team’s home venue or moving the game to a neutral venue; or

D. If Learfield is not permitted to sell any and all categories of sponsorships not specifically prohibited herein, or to sell to any and all sponsors other than those specifically
excluded herein, or to continue to sell all inventory managed or sold by Learfield at any time during the Term of this Agreement, or should the NCAA, the WAC or the University disapprove of any commercial inventory, category, or sponsor that had been previously allowed by the NCAA, the WAC or University for any reason other than compliance with policies, regulations and laws which existed as of the date of the RFP, and such disallowance results in a material deviation in the type, kind or quantity of inventory provided to Learfield and University fails, upon receipt of written notice from Learfield of such a deviation, to cure such deviation within sixty (60) days of such notice, in such case, and both parties have used best efforts to mitigate the material deviation, the University agrees in advance that, pursuant to Section 4.1, then University shall negotiate in good faith with Learfield for a fair and equitable reduction in Learfield’s Guaranteed Royalty Fee based upon the amount of commercial sponsorship or sponsorship dollars that were lost due to the exclusion of said sponsor or inventory; or

E. All of the events described in this Section 4.2 and elsewhere in this Agreement which give rise to a reduction in the Guaranteed Royalty Fee are hereafter singularly referred to as an “Adjustment Event” and collectively as “Adjustment Events”. Examples of Adjustment Events are:

- the NCAA eliminates malt beverage advertising and Learfield is able to show that it has been financially adversely affected by such decrease;
- the Base Sponsorship Inventory is reduced or adjusted;
- Learfield is prohibited from selling specific sponsorships which were sold by University at the same or higher historical levels; and
- a decrease in the number of games available through Third Tier Television
Rights from that which was historically available and Learfield is able to show that it has been financially adversely affected by such decrease. Provided however that University exercising its approval rights shall not be considered an “Adjustment Event”, unless it was an approval right that was not to be unreasonably withheld and University was unreasonable in its withholding of such approval.

4.3 Conference Change. Notwithstanding anything contained in this Agreement to the contrary, a fair and equitable increase in the Guaranteed Royalty Fee Payment may be negotiated in good faith and agreed upon by Learfield and University if University’s men’s football, men’s basketball or women’s basketball is moved to a conference other than WAC and/or the WAC becomes a BCS Conference during the Term of this Agreement.

5.1 Revenue Sharing. In addition to the annual Guaranteed Royalty Fee, Learfield will pay University, on or before August 31st of the following Athletic Year, 50% of collected Adjusted Gross Revenue (“AGR”) that exceeds the Revenue Share Hurdle set forth below (“Revenue Share Amount”). Any amounts collected after August 31st of each Athletic Year will be added to the calculation of AGR for the applicable year and paid when collected. AGR is defined as collected gross revenue (defined as total cash revenue, billed and collected, less agency commissions and third party rights fees such as NCAA or NIT related sponsorship fees) as well as all other direct out-of-pocket promotional costs such as tickets and client fulfillment expenses provided that all such costs have first been approved by University.

<table>
<thead>
<tr>
<th>Athletic Year</th>
<th>Revenue Share Hurdle</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – 2011</td>
<td>$3,885,000</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>$4,035,000</td>
</tr>
</tbody>
</table>
2012 - 2013 $4,335,000
2013 - 2014 $4,445,000
2014 - 2015 $4,485,000
2015 - 2016 $4,635,000
2016 - 2017 $4,785,000

If this Agreement is extended for the Extended Period(s), the Revenue Share Hurdle Amount shall be as following during each Extended Period:

2017 - 2018 $4,935,000
2018 - 2019 $5,085,000
2019 - 2020 $5,235,000

Notwithstanding anything contained in this Section 5.1 or elsewhere in this Agreement to the contrary, if an Adjustment Event or Adjustment Events occur, the Revenue Share Hurdle amounts set forth above will likewise be adjusted to reflect the loss of revenue derived by Learfield under this Agreement. The amount of such adjustment shall be negotiated in good faith by the Parties.

6.1 Trade. In addition to the promotion benefits referenced in section 7.3 below, Learfield will use its best efforts to renew for University during each year of the Term up to the same amount of non-media in-kind-trade benefits in exchange for sponsorship rights which exists in the 2008 - 2009 Athletic Year which is valued at $150,000 ("Threshold Amount"). For the avoidance of doubt, University shall be responsible for any trade, including hotel and
automobile lease/transport trade whereby University exchanges tickets for goods or services in kind, but shall not give such partners any rights in inventory granted to Learfield under this Agreement other than that which has been provided to them historically and which shall be in consultation with Learfield. Learfield will also use its best efforts to secure during each year of the Term at least $150,000 of additional in-kind-trade benefits in exchange for advertising or sponsorship rights granted hereunder above the Threshold Amount ("Additional Trade Amount"). The Threshold Amount and the Additional Trade Amount shall be referred to herein as the "Total Trade Amount". University shall have approval of all such trade agreements, which approval will not be unreasonably withheld. All trade must be for University's athletic marketing purposes only and will not be affected by any trade obtained by the University. Any in-kind-trade renewed or secured by Learfield will not reduce the amount of cash donations or contributions. Learfield reserves the right to substitute alternative inventory to current trade customers if those customers are otherwise displacing cash paying customers with University's approval, which approval will not be unreasonably withheld. In the event that Learfield does not obtain in-kind trade benefits for University of value up to the Total Trade Amount, University shall have the right to enter into in-kind trade agreements with third parties without further recourse to Learfield.

7.1 Extension Bonus.

(i) If University exercises all three (3) of its one year options to extend the Term of this Agreement to include the Extended Period, as set out in Section 1.1(i) above, Learfield will pay University an extension bonus in the aggregate amount of $500,000 once University exercises the third one year option, to be paid no earlier than July 1, 2017;
(ii) If University exercises one option for an extension of three years to extend the Term of this Agreement to include the Extended Period, as set out in Section 1.1(ii) above, Learfield will pay University an extension bonus in the aggregate amount of $500,000 on July 1, 2015.

7.2 Capital Stipend. Beginning August 31, 2011, Learfield will provide University with a capital stipend of One Million Dollars ($1,000,000) ("Capital Stipend"). Such Capital Stipend shall be payable ratably over the remaining Athletic Years of the Initial Term or as otherwise agreed with University, such approval not to be unreasonably withheld and consistent with both University and Learfield’s goals to provide significant capital improvements to University Athletics’ venues. University agrees that all of the Capital Stipend shall be expended by University toward its procurement of new University athletic venue sponsorship assets which will provide Learfield with additional sources of revenue opportunities and venue enhancements. By way of example, the Capital Stipend could be used by the University to help fund new video boards in the Stadium and/or in the Taco Bell Arena, or new scoreboards or LED or reader boards for football and basketball. All sponsorship opportunities with respect to all of these assets shall belong exclusively to Learfield and all revenue generated therefrom shall belong exclusively to Learfield and shall be included in the calculation of AGR. University agrees that Learfield shall have input into the final decisions regarding which new assets will be installed in which athletic venue with the Capital Stipend as well as input into the “value engineering” of the sponsorship elements associated with these assets. University agrees that it will use its best efforts to use the Capital Stipend to purchase (or assist in the purchase) of assets or inventory at the athletic venue which is sold out on a regular basis or where the inventory at an athletic venue is already maximized (only the
Stadium or the Taco Bell Arena).

7.3 Additional Incentives.

7.3.1 Outdoor Sponsorships. Learfield will provide University throughout the Term through Lamar Outdoor the same amount of billboard sponsorships historically provided to University during the 2008 - 2009 Athletic Year.

7.3.2 Radio Promotion. Learfield will provide University throughout the Term not less than the amount of radio promotion offered by the University's flagship station historically provided to University during the 2008 - 2009 Athletic Year.

7.3.4 Television Promotion. Learfield will provide University throughout the Term not less than the same amount of television promotion provided by television station KTVB historically provided to University during the 2008 - 2009 Athletic Year.

7.3.5 Print and Newspaper Promotion. Learfield will provide to University throughout the Term not less than the same amount of newspaper promotion provided by the Idaho Statesman and if possible, the amount of sponsorship currently provided by Yellow Pages and Impact.

7.4 DVD Guarantee: In consideration for the rights granted under section 2.8 above, Learfield shall pay to University a “DVD Guarantee”. This DVD Guarantee shall be calculated by taking the average of the annual revenue received by the Athletics Department of the University in respect of its football DVDs for the football seasons 2005/06 through 2009/2010 excluding, however from the calculation, the highest annual payment and the lowest annual payment received during that time period (“Initial DVD Guarantee Amount”). Annual shall mean calendar year. In addition to the Initial DVD Guarantee Amount, if Learfield produces and sells a football DVD, Learfield shall pay University an additional payment, if
any, computed as follows: From the gross revenue collected by Learfield from DVD video sales there shall be subtracted therefrom the following: (i) approved production and distribution costs which shall be deemed approved if they are consistent with production and distribution costs incurred by Learfield or its Affiliates at other universities; and (ii) the Initial DVD Guarantee. University shall then receive 75% of the resulting amount, if any, and Learfield shall retain 25% of the resulting amount, if any. In no event however shall any of the revenue from DVD video sales be included in the calculation of AGR.

8.1 General Terms and Conditions. The terms and conditions contained in this Agreement will govern and will take precedence over any different or additional terms and conditions which Learfield or University may have included in any documents attached to or accompanying this Agreement, in the RFP and the response thereto or any letters between the Parties thereafter. Any handwritten changes on the face of this document will be ignored and have no legal effect unless initialed by both Parties.

8.2 Choice of Law, Forum Selection, Entire Agreement and Amendment. This Agreement will be construed under Idaho law (without regard for choice of law considerations). This Agreement and the Schedules attached hereto constitutes the entire agreement and understanding of the Parties and replaces any prior or contemporaneous agreement, whether written or oral, including, but not limited to the RFP. No amendments to this Agreement will be effective unless in writing and signed by the Parties. The State courts located in Ada County, Boise, Idaho, shall have exclusive jurisdiction over any disputes relative to this Agreement.
8.3 Assignment. Learfield may not assign any rights or obligations of this Agreement without the prior approval of University, which approval will not be unreasonably withheld. In the event of any assignment, Learfield shall remain responsible for its performance and that of any assignee. This Agreement will be binding upon Learfield, or its successors and assigns, if any. Any assignment attempted to be made in violation of this Agreement will be void. Notwithstanding anything contained in this Section 8.3 to the contrary, Learfield will have the right to assign this Agreement and its rights and obligations hereunder to an entity it either controls (owns more than 50%) or manages.

8.4 Termination. Either party may terminate this Agreement in whole or in part for cause upon ninety (90) days written notice if the other party fails to comply with any material term or condition of this Agreement, becomes insolvent or files for bankruptcy protection, or fails to comply in a material way with the requirements of this Agreement. Notwithstanding anything contained in this Section 8.4, the terminating party must state with particularity the specific matters of the other party's non-compliance, whereupon the other party shall have ninety (90) days to cure such matters, or such longer period if said other party is diligently pursuing a cure. In the event of any material noncompliance on the part of Learfield, Learfield shall continue to pay its Guaranteed Royalty Fee under this Agreement unless Learfield's noncompliance is a result in whole or in part by the actions or inactions of University; provided, however if University elects to administer the rights herein itself, any amounts collected by University from such rights in respect of contracts entered into by Learfield shall offset Learfield's obligation to pay the Guaranteed Royalty Fee by such amounts.

8.5 Independent Contractor. Learfield will perform its duties hereunder as an independent contractor and not as an employee of University. Neither Learfield nor any agent
or employee of Learfield will be or will be deemed to be an agent or employee of University. Learfield will pay when due all required employment taxes and income tax withholding, including all federal and state income tax and any monies paid pursuant to this Agreement. Learfield and its employees are not entitled to tax withholding, worker’s compensation, unemployment compensation, or any employee benefits, statutory or otherwise from University. Learfield will be solely responsible for the acts of Learfield, its employees and agents. Learfield shall provide worker’s compensation for all its employees and indemnify and hold University harmless therefrom.

8.6 Non-Waiver. No waiver by any party of any default or nonperformance will be deemed a waiver of subsequent default or nonperformance.

8.7 Audit and Retention of Books and Records. University will have the right upon reasonable notice to Learfield, (not more than once per year, and once during the three years following the termination of this Agreement) to inspect and copy such books, records, and documents (in whatever medium they exist) related to the collection of monies, payment of expenses and calculating of the AGR hereunder. Learfield will make such items available for inspection during normal business hours at such location as Learfield’s financial books and records are maintained. All such items will be retained by Learfield during the term of this Agreement and for a period of five (5) years after the delivery of the goods and/or services. Any items relating to a claim arising out of the performance of this Agreement will be retained by Learfield, its agents and subcontractors, if any, until the later of the date when the claim has been resolved or five (5) years after the date of final payment under this Agreement. As part of its right of inspection and copying and not in addition thereto, University will have the right to conduct a formal audit or hire an independent auditor to audit such records. Learfield agrees to
cooperate with the audit and provide access to all books and records required to verify AGR. In the event that such audit reveals unpaid monies due the University, Learfield shall make immediate payment of balances owed with plus interest, calculated at the rate of six percent (6%) per annum, calculated from the date such amount originally became due under this Agreement. In the event any such discrepancy is in excess of Fifty Thousand Dollars ($50,000.00), Learfield shall also reimburse University for the reasonable costs associated with such inspection, including but not limited to, reasonable attorney's fees and legal costs incurred in connection therewith.

8.8 University Information; Learfield Information. Learfield agrees that any information it receives during the course of its performance, which concerns the personal, financial, or other affairs of University, its regents, trustees, directors, officers, or employees will be kept confidential and in conformance with all state and federal laws relating to privacy. University agrees that any information it receives from Learfield under this Agreement which concerns the personal, financial or other affairs of Learfield, its members, stockholders, officers, directors, employees and sponsors including, but not limited to, sales summaries, revenue sharing reports, settle-up documents and any other documents relating to the reporting of financial and sales information by Learfield to University will be kept confidential and in conformance with all state and federal laws relating to privacy.

8.9 Insurance. At all times during its performance under this Agreement, Learfield will obtain and keep in force, at its own cost, comprehensive general and professional liability and general liability insurance, including coverage for death, bodily or personal injury, property damage, including product liability, libel and slander, media and broadcasting liability and automobile coverages, with limits of not less than $1,000,000 each claim and $1,000,000
each occurrence along with business interruption insurance coverage. All certificates evidencing such insurance, will be provided to University upon its request, will name University and its trustees, directors, officers and employees as additional insureds, and will provide for notification to University within at least thirty (30) days prior to expiration or cancellation of such insurance. Learfield represents that it has and will maintain during the Term worker's compensation insurance to the extent required by Idaho law.

8.10 Indemnification. Learfield agrees to defend, indemnify and hold harmless the State of Idaho, the University, their trustees, directors, officers, employees and agents from all liability, injuries, claims or damages (including claims of bodily injury or property damage) and loss, including costs, expenses, and attorneys' fees, which arise from the negligent acts and omissions of Learfield, its employees, officers and agents under this Agreement. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929 known as the Idaho Tort Claim Act, the University agrees to defend, indemnify and hold harmless Learfield, its members, employees, officers, directors and agents from all liabilities, injuries, claims or damages (including claims of bodily injury or property damage) and loss, including costs and expenses, and attorneys' fees, which arise from the negligent acts or omissions of University, its trustees, directors, officers faculty, students, employees and agents. In the event of litigation by any party to enforce the terms and conditions of this Agreement, the prevailing party will be awarded costs and reasonable attorneys' fees.

8.11 Notices/Administration. Except as otherwise provided in this Agreement, all notices, requests and other communications that a party is required or elects to deliver will be in writing and delivered personally, or by facsimile or electronic mail (provided such delivery is confirmed), or by a recognized overnight courier service or by United States mail, first-class,
certified or registered, postage prepaid, return receipt requested, to the other party at its address set forth below or to such other addresses as such party may designate by notice given pursuant to this section:

**If to University:**
BOISE STATE UNIVERSITY  
Attention: Gene Bleymaier, Director of Intercollegiate Athletics  
Boise, Idaho 83725  
Facsimile No: (208) 426 1174  
E-mail Address gbbleymaier@boisestate.edu

With a copy to:  
BOISE STATE UNIVERSITY  
Attention: General Counsel (Kevin Satterlee)  
1900 University Drive,  
Boise, Idaho 83725  
Facsimile No: 208) 426 1345

**If to Learfield:**
BRONCO SPORTS PROPERTIES, LLC  
c/o Learfield Communications, Inc.  
Attention: Greg Brown  
2400 Dallas Parkway, Suite 500  
Plano, TX 75093  
Facsimile No: (469) 241-0110  
E-mail Address: gbrown@learfield.com

With a copy to:  
Philip A. Kaiser  
The Kaiser Law Firm, P.C.  
12231 Manchester Road, First Floor  
St. Louis, MO 63131  
Facsimile No: 314-966-7744  
E-mail Address: phil@kaiserlawfirm.com

8.12 Severability. If any provision of this Agreement is invalid or unenforceable with respect to any party, the remainder of the Agreement, or the application of such provision to persons other than those as to which it is held invalid or unenforceable, will not be affected and
each provision of the remainder of the Agreement will be valid and be enforceable to the fullest extent permitted by law.

8.13 Survivability. The terms, provisions, representations, and warranties contained in this Agreement that by their sense and context are intended to survive the performance thereof by any of the parties hereunder will so survive the completion of performance and termination of this Agreement, including the making of any and all payments hereunder.

8.14 Force Majeure. No Party will be considered to be in default of its delay or failure to perform its obligations herein when such delay or failure arises out of causes beyond the reasonable control of the Party. Such causes may include, but are not restricted to, acts of God or the public enemy, including, but not limited to, acts of terrorism, acts of state or the United States in either its sovereign or contractual capacity, fires, floods, epidemics, strikes and unusually severe weather; but in every case, delay or failure to perform must be beyond the reasonable control of and without the fault or negligence of the Party.

8.15 Counterparts. This Agreement may be executed in two counterparts, each of which shall be deemed an original, and both of which will constitute one Agreement.

8.16 Non-Solicitation by University. University agrees that during the Term of this Agreement, and for a period of twenty-four (24) months, after its termination, irrespective of the reason for its termination, shall not directly or indirectly, hire or solicit an officer, general manager, assistant general manager, or account executive of Learfield or encourage any such person to terminate its relationship with Learfield without first obtaining consent from Learfield. University acknowledges that its breach of this section shall entitle Learfield to injunctive relief.
8.17 Headings. The headings of the sections of this Agreement are used for convenience only and do not form a substantive part of the Agreement.

8.18 Injunctions. In addition to any other remedies permitted by law, should any Party violate the terms set forth herein, the violating party shall be entitled to injunctive relief against the other to restrain any further violation of these provisions. Should any Party be successful in this endeavor, the other party shall pay all costs and expenses associated therewith, including reasonable attorney’s fees.

8.19 University’s Representations and Warranties Regarding Learfield’s Rights Under this Agreement. University represents and warrants to Learfield that (a) University has the absolute right to grant and license the rights described in this Agreement to Learfield and provide Learfield and/or its sponsors all of the benefits described in this Agreement as well as those benefits at the historical levels provided by University to sponsors, (collectively the “Licensed Rights and Benefits”); (b) there are no oral or written agreements, contracts, options or other documents of any kind which University has entered into which would in any way impair or inhibit Learfield from exercising the Licensed Rights and Benefits on an exclusive basis; (c) University is authorized to timely carry out and/or fulfill any obligation of University to Learfield under this Agreement; and (d) Throughout the Term, except as otherwise specifically provided in this Agreement, University shall not directly or indirectly grant any third party any of the Licensed Rights and Benefits granted to Learfield under this Agreement. Notwithstanding anything contained in this Agreement to the contrary, if University materially breaches the provisions of this Section 8.19, an adjustment to the Guaranteed Royalty Fee and the Guaranteed Naming Rights Fee that Learfield will pay University under this Agreement shall be negotiated in good faith in order to recognize and account for the revenue that cannot
be obtained by Learfield as a result of such material breach. Notwithstanding the foregoing, and notwithstanding anything in this Agreement, in the event that a University department other than the Athletics department enters into a sponsorship or advertising agreement, in association with an Athletic event and held on campus (a “Non-Athletics Activity”) that could compromise the rights granted herein by University to Learfield, such action shall not be deemed a material breach hereunder provided that the Athletics department uses best efforts to prevent such non-Athletics Activity reoccurring or ensuring that such Non-Athletics Activity does not compromise Learfield’s rights in the future.

8.20 Code of Fair Practices. Learfield shall not discriminate against any employee or applicant for employment because of race, color, religion, sexual orientation, gender identification, marital status, national origin, sex, age, or physical or mental disability, or status as a US veteran. Learfield shall take affirmative action to ensure that applicants are employed and that the employees are treated during employment without regard to their race, creed, color, religion, national origin, sex, age, or physical or mental disability or status as a Vietnam-era/disabled veteran, except where it relates to a bona fide occupational qualification. Such action shall include but not be limited to the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or terminations; rates of pay or other forms of compensation; and selection for training, including apprenticeship. If applicable to this Agreement, Learfield shall comply with the provisions of Federal Executive Order 11246 as amended by Executive Order 11375. In the event of Learfield’s non-compliance with the above non-discrimination clause of this contract or with any of the aforesaid regulations, this contract may be canceled, terminated or suspended in whole or in part and Learfield may be declared ineligible for further contracts with the University. In addition, the University may
take such further action, and such other sanctions may be imposed and remedies invoked, as provided by the laws of Idaho.

8.21 Laws and FCC Regulations Learfield agrees to, and shall ensure that its partners, abide by all laws of the Federal government, the State of Idaho and any other state, municipal or governmental entity associated with its activities under this Agreement. It further agrees it will be responsible for securing and paying for all permits necessary to fulfill its obligations under this Agreement. Learfield agrees to operate, and ensure that its media partners operate, both radio and television network activities in strict compliance with all applicable Federal Communication Commission regulations and all rules and regulations of the WAC Conference or any other applicable conference, as well as, the National Collegiate Athletic Association.

9.0 Miscellaneous.

9.1 "Best Efforts" whether or not such term is capitalized shall mean a diligent, reasonable and good faith effort by a Party to accomplish an objective, but does not require its accomplishment. Such degree of effort will take into account unanticipated events and the exigencies of continuing business, but does not require that events or exigencies be overcome at all costs. It only requires that commercially reasonable efforts be exercised within a reasonable time to overcome any hurdles and accomplish the objective, allowing the Party to give reasonable consideration to its own interests.

9.2 "Net Revenue" whether or not such term is capitalized shall mean Gross Revenue less those costs incurred by Learfield and agreed by University, provided that if the costs and budget are in line with those of any other Comparable Learfield Schools, as defined in Section 2.1 above, University shall not withhold approval.
9.3 Whenever consent or approval is required, unless otherwise provided herein, the consent or approval shall not be unreasonably withheld. Learfield agrees that in exercise of its rights granted hereunder, it shall ensure that any advertising, sponsorship or other representation of the University shall be mindful of and consistent with the good image, message and reputation of the University. Furthermore Learfield shall ensure that all sponsors, advertisers, media partners and other parties with whom Learfield enters into arrangements with in accordance with the terms of this agreement, shall be mindful of and consistent with the good image, message and reputation of the University and that promotion or recognition of such third party will not distort or impair the presentation and image of the University, its Athletics program and the respective teams.

9.4 At the request of University, Learfield shall provide a copy of all fully executed advertising and sponsorship contracts to University’s Director of Athletics or his/her designee responsible for marketing.

9.5 No contract entered into by Learfield with a sponsor shall exceed the term of this Agreement, unless approved by University. Potential sponsorship contracts extending past the term of this Agreement are to be brought to University. All sponsorship contracts that extend beyond the Agreement Term stated in this Agreement shall include language that automatically assigns and transfers the contract to University, should the Agreement terminate, be terminated consistent with this Agreement, or not be retained by Learfield due to a competitive bid process.

9.6 Learfield agrees it will not contractually restrict the ability of University to enter into business transactions with a sponsor or a competing business of a sponsor. Agreements cannot preclude other non-athletic events that utilize competing sponsors from being scheduled
in University venues and/or facilities including Taco Bell Arena and Bronco Stadium. Learfield may not enter into beverage pour rights contracts for University’s facilities, beverage sponsorship contracts for University or beverage advertising contracts that reference University’s athletic teams, facilities or events. Learfield may not enter into any contracts or agreements which could conflict with University’s apparel contract with Nike (or the applicable provider).

It is understood that apparel and affinity card contracts will be maintained by the University and are not a part of this Agreement. Nothing contained in this Agreement shall prevent University from contracting for sponsorships, acknowledgments and fund raising activities, when such agreements are not associated with the University’s Athletic Department, facilities, and teams.

10.1 Intellectual Property Both parties agree that University owns the intellectual property rights associated with the University, its athletic teams, its facilities and the associated events and broadcasts. The ownership of intellectual property, which results from activities associated with this Agreement, will remain with University. Each party shall retain ownership of any of its patents copyrights, trademarks, or intellectual property developed prior to the Effective Date of this Agreement. University shall also retain ownership of any patents copyrights, trademarks, or intellectual property developed by University or jointly developed after the Effective Date of this Agreement.

10.2 Use of University Marks: Learfield agrees that the broadcast and advertisement intellectual property rights defined herein shall belong to University. University will maintain all right, title and ownership in its name, trademarks, service marks, logos, symbols, college
colors and other licensed indicia ("University Marks and Indicia"). No rights may be obtained for trademark ownership of the University marks. Upon dissolution or expiration of this Agreement, all use of these items by Learfield shall cease. Learfield agrees that it shall comply with any and all style guidelines and use policies of the University in respect of University Marks and Indicia as may be amended from time to time.

10.3 Commercial Advertising. University reserves the right to charge royalty fees for uses of University Marks or Indicia in respect of any items sold at retail (which shall not be permitted without University’s prior approval).

[Rest of page left blank intentionally]
IN WITNESS WHEREOF, the Parties have entered into this Agreement as of the Effective Date specified above.

BRONCO SPORTS PROPERTIES, LLC

By: Learfield Communications, Inc., Sole Member

[Signature]

By: Greg Brown, President – Learfield Sports

BOISE STATE UNIVERSITY

By: [Signature]

Name: Gene Bleymaier
Title: Director of Athletics

By: [Signature]

Name: Stacy Pearson
Title: Vice President Finance and Administration
SCHEDULE 2.12.5

UNIVERSITY’S TRADEMARKS

BOISE STATE UNIVERSITY
BOISE STATE
BOISE STATE BRONCOS
BRONCOS
SCHEDULE 3.1

TICKETS TO BE PROVIDED
BY UNIVERSITY TO LEARFIELD
EACH ATHLETIC YEAR TO BE NO LESS THAN WHAT WAS PROVIDED TO
SPONSORS IN THE 2008-09 ATHLETIC YEAR

Tickets provided to Sponsors by Boise State in the 2008-09 Athletic Year

<table>
<thead>
<tr>
<th>CORPORATE PARTNER</th>
<th>FOOTBALL TIX</th>
<th>PREMIUM SEATS</th>
<th>BB TICKETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Bank</td>
<td>4 President’s Club</td>
<td>4 Club Seats</td>
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</tr>
<tr>
<td>Verizon Wireless</td>
<td>16 Season</td>
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<td>16 Season</td>
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<tr>
<td>St. Luke’s</td>
<td>38 Season + 20 End Zone for Bronco Bunch</td>
<td>8 Club Seats</td>
<td>18 Season</td>
</tr>
<tr>
<td>Northwest Dodge Dealers</td>
<td>16 Season + 400 End Zone</td>
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<td>36 Season</td>
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<td>Boise Hunter Homes</td>
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<td>1 Loge Box</td>
<td>12 Season</td>
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<tr>
<td>Boise Office Equipment</td>
<td>16 Season</td>
<td>4 Club Seats</td>
<td>16 Season</td>
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<tr>
<td>Carl's Jr.</td>
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<td>Les Schwab</td>
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<td>Courtside Seats</td>
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<td>Idaho Lottery</td>
<td>12 Season</td>
<td>4 Club Seats</td>
<td>12 Season</td>
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<tr>
<td>S1 IT Solutions</td>
<td>12 Season</td>
<td></td>
<td>12 Season</td>
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<tr>
<td>Best Buy</td>
<td>4 Season + 20 End Zone Season</td>
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<td>50 to a single game</td>
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<td>Blue Cross</td>
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<td>American Family</td>
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<td>50 to a single game</td>
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<td>Boise State Bookstore</td>
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<td>Champion Windows</td>
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<tr>
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<td></td>
<td>4 Season</td>
</tr>
<tr>
<td>Fiberpipe</td>
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<tr>
<td>Franklin Bldg. Supply</td>
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<td>Idaho Statesman</td>
<td>16 Season</td>
<td></td>
<td>16 Season</td>
</tr>
<tr>
<td>ISMI</td>
<td>20 End Zone Season</td>
<td></td>
<td>6 Season</td>
</tr>
<tr>
<td>Impact Directories</td>
<td>6 Season</td>
<td></td>
<td>50 to a single game</td>
</tr>
<tr>
<td>Lamar</td>
<td>26 Season</td>
<td></td>
<td>8 Season + 4</td>
</tr>
<tr>
<td>Old Chicago</td>
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<td></td>
<td>Courtside Seats</td>
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<td>Pioneer Title</td>
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<td></td>
<td>50 to a single game</td>
</tr>
<tr>
<td>Pizza Hut</td>
<td>4 Season + 20 End Zone SEason</td>
<td></td>
<td>4 Season</td>
</tr>
<tr>
<td>Powerbar</td>
<td>4 Season + 20 End Zone SEason</td>
<td></td>
<td>4 Season + 50 to a single game</td>
</tr>
<tr>
<td>Premier Insurance</td>
<td>4 Season</td>
<td></td>
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</tr>
<tr>
<td>Tates Rents</td>
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<td></td>
<td>4 Season</td>
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<td>CORPORATE PARTNER</td>
<td>FOOTBALL TIX</td>
<td>PREMIUM SEATS</td>
<td>BB TICKETS</td>
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<tr>
<td>--------------------------</td>
<td>------------------------------------</td>
<td>---------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Zamzows</td>
<td>4 Season + 20 End Zone Season</td>
<td></td>
<td>4 Season + 1,000 during season</td>
</tr>
<tr>
<td>Agribeef</td>
<td>8 Season + 10 End Zone Season</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like Nu Car Wash</td>
<td>4 Season + 20 End Zone Season</td>
<td></td>
<td>4 Season</td>
</tr>
<tr>
<td>FastSigns</td>
<td>20 End Zone Season</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gym Outfitters</td>
<td>4 Season</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old Spaghetti Factory</td>
<td>2 Season</td>
<td></td>
<td>2 Season</td>
</tr>
<tr>
<td>Quiznos</td>
<td>4 Season + 4 End Zone Season</td>
<td></td>
<td>50 to a single game</td>
</tr>
<tr>
<td>KWEI</td>
<td>10 End Zone Season</td>
<td></td>
<td>10 Season</td>
</tr>
<tr>
<td>Ram/Murphy's</td>
<td>20 End Zone Season</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texaco</td>
<td>4 Season</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear Wireless</td>
<td>4 Season + 4 End Zone Season</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peak Broadcasting</td>
<td>100 Season</td>
<td></td>
<td>100 Season</td>
</tr>
</tbody>
</table>
SCHEDULE 3.9

LIST OF EXCLUDED AGREEMENTS

Nike apparel contract
Coca-Cola pouring rights contract
Boise Office Equipment (expires June 30, 2011) (University will not renew or extend this agreement)
Agri-Beef – Stueckle Sky Center agreement
IDaho State University

Subject
Request for an investment of additional funding into the athletic program.

Applicable statute, rule, or policy
Idaho State Board of Education Governing Policies & Procedures, Section V.X.

Background/Discussion
Idaho State University (ISU) Athletics has been very successful over the years despite receiving the lowest subsidy of any school in the Big Sky Conference. The athletics program has achieved academic success and compliance with gender equity and Title IX requirements. It has also funded a number of significant athletic infrastructure improvements. Nevertheless, athletics has experienced very little competitive success in two of the major men’s revenue-generating sports, football and basketball, primarily due to resource restrictions on recruiting funds. These sports’ current lack of competitive success is adversely impacting ticket sales, admissions, donations, and student life.

To overcome resource restrictions and the adverse impacts of achieving little competitive success in two of the major revenue-generating sports, the University is requesting approval to provide an investment of institutional funds into its athletic program in a manner in which we believe is consistent with the spirit of Idaho State Board of Education philosophy and policy. This request enables a necessary investment of resources required to jumpstart ISU’s athletic program, while having no effect on student tuition and fees and academic programs.

Impact
Additional investment of institutional funds in the amount of $250,000 a year for each of the next three years to provide athletics with increased operating resources. $175,000 each year will be used to boost national and regional recruiting efforts in football ($65,000), men's basketball ($45,000), women's basketball ($45,000), volleyball ($10,000), and softball ($10,000) to attract impactful-level student athletes. $75,000 each year will be used for infrastructure and marketing improvements and for capital equipment purchases to provide our student athletes with increased athletic and academic support.

Attachments
Attachment 1 – Athletic Support Letters from Alumni and Donors

Staff Comments and Recommendations
The Board has had a long standing policy on limiting athletics spending to ensure athletics programs did not take an increasingly larger share of state appropriated funds, institutional funds, and/or tuition. The Board has always emphasized an institution look to raise program revenues before requesting increases to these
limits. Staff recognizes, however, that program revenue growth is largely dependent upon fielding competitive athletic teams and events. Budgetary reliance on program revenue in the absence of competitive athletic programs could lead to a death spiral for the institution’s athletics program itself.

To put the requested dollar amount in context, Athletics will spend approximately $224k on recruiting in FY 2015. The proposed investment of $175K identified specifically for recruiting is an increase of approximately 78% in recruiting expense. ISU’s FY 2015 athletics operating budget is $11,173,500 which puts the $750k total investment ($250,000 a year) at ~2.2% of budget.

*Staff recommends approval of a three-year temporary increase in athletics funding and further recommends ISU provide an annual report to the Athletics Committee on the impact of this increased investment and plans for sustainability.*

**BOARD ACTION**

I move to waive Board policy V.X.3.b. and to approve the request by Idaho State University to temporarily increase its institutional funds limit by an amount not to exceed $250,000 annually for a period of three years (FY 2015 – 2017) in support of its athletics program, and to direct ISU to provide an annual report to the Athletics Committee on the impact of the increased investment and plans for sustainability.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
July 10, 2014

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720

Dear Members of the Board:

I have learned that President Vailas and other Idaho State University leaders are working with you to help improve the competitive position of the Bengals in the Big Sky Conference by providing a more stable funding base for the athletic program. As a proud ISU Bengal alum, I am writing to support those efforts.

Most of my career was spent working in intercollegiate athletics. It began as ISU Student Body President in 1966-67, working with Dubby Holt to procure student funding for the Minidome—now Holt Arena. From 1971-76, I had the privilege of being ISU Alumni Director.

In 1976, I moved to the University of New Mexico to become Director of the Lobo Club, followed by three years at SDSU as Assistant Director of Athletics. I was named Director of Athletics at Oregon in 1984, Nebraska in 1992, and Texas A&M University in 2003.

I learned at a young age that in athletics, just like in business, if you are undercapitalized, you have almost no chance of being successful competing against well-financed competitors. Until I recently retired, I had access to all the national budget information of most of the Division 1 athletic programs (private schools don't share that information). I always noticed that Idaho State ranked near the bottom both nationally and in the Big Sky Conference. I'm so pleased to learn that you and other statewide leaders are considering changing that for Idaho State.

I truly believe that your positive actions on behalf of the Bengals will not only bring renewed spirit to the campus and alumni worldwide, but also increased financial support to the entire university. Athletics is the front porch for the university; a successful athletic program creates a feeling of pride and family for everyone associated with the institution. Thank you for your efforts.

Sincerely,

Bill Byrne
ISU BBA, 1967 MBA, 1971
July 8, 2014

Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Members of the State Board of Education:

I understand that President Vailas and other officials of Idaho State University (ISU) are working with you to develop an enhanced program of University investment in the Athletic Department at ISU. I write today to commend your efforts in providing that support.

I never participated as a member of any intercollegiate athletic team, but I loved the great experience, as a student, of attending the many and varied athletic events. Since leaving ISU, my entire professional career was away from Idaho and the University. However, soon after graduation, I became a donor to the Athletic Department and for many years that was my primary continued contact with the University. Like it has for so many others, the Athletic Department served as the front door to my involvement with my alma mater even though I could only rarely attend any games. This involvement led to a closer contact with many of the academic departments and enabled me to get an understanding of the University’s needs. While I continue to donate to the Athletic Department, most of my extensive volunteer work has been for other parts of the University and my monetary donations to other parts of the University dwarf my donations to the Athletic Department. None of this would have occurred without my contact with ISU Athletics. As a past Chair and President of the ISU Foundation, I can tell you that my story is far from unique when it comes to donors to the University. That is why I have encouraged President Vailas to do all that he can to make the University more competitive in the Big Sky Conference. Our performance, especially in football and basketball, has had a negative impact on general University fundraising. I am so pleased with the efforts that Dr. Vailas and Jeff Tiguey, the Athletic Director, have made in bringing up the academic and behavioral standards in the department. They have built a strong base and it’s time that we invest to help the program become more competitive. That goal is reasonable with the help that you are contemplating providing.

For the last several years, as an Idaho resident, I have followed your work with interest and I especially appreciate your efforts to make higher education affordable and achievable for a much larger proportion of our high school graduates. I think this new initiative is completely compatible with that goal.

I would be remiss if I failed to once more thank you for your service to the students of Idaho State University and indeed to students at all of Idaho’s institutions of higher learning. Your efforts are making for a much better Idaho.

Very truly yours,

Michael J. Byrne

495 Claremore Dr., Rigby, ID 83442  602-395-0636

July 8, 2014

Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Members of the State Board of Education:

I understand that President Vailas and other officials of Idaho State University (ISU) are working with you to develop an enhanced program of University investment in the Athletic Department at ISU. I write today to commend your efforts in providing that support.

I never participated as a member of any intercollegiate athletic team, but I loved the great experience, as a student, of attending the many and varied athletic events. Since leaving ISU, my entire professional career was away from Idaho and the University. However, soon after graduation, I became a donor to the Athletic Department and for many years that was my primary continued contact with the University. Like it has for so many others, the Athletic Department served as the front door to my involvement with my alma mater even though I could only rarely attend any games. This involvement led to a closer contact with many of the academic departments and enabled me to get an understanding of the University’s needs. While I continue to donate to the Athletic Department, most of my extensive volunteer work has been for other parts of the University and my monetary donations to other parts of the University dwarf my donations to the Athletic Department. None of this would have occurred without my contact with ISU Athletics. As a past Chair and President of the ISU Foundation, I can tell you that my story is far from unique when it comes to donors to the University. That is why I have encouraged President Vailas to do all that he can to make the University more competitive in the Big Sky Conference. Our performance, especially in football and basketball, has had a negative impact on general University fundraising. I am so pleased with the efforts that Dr. Vailas and Jeff Tiguey, the Athletic Director, have made in bringing up the academic and behavioral standards in the department. They have built a strong base and it’s time that we invest to help the program become more competitive. That goal is reasonable with the help that you are contemplating providing.

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I would be remiss if I failed to once more thank you for your service to the students of Idaho State University and indeed to students at all of Idaho’s institutions of higher learning. Your efforts are making for a much better Idaho.

Very truly yours,
Idaho State Board of Education  
P O Box 83720  
Boise, ID  83720-0037

Dear Members of the State Board of Education:

It is my understanding that Dr. Arthur Vailas, President of Idaho State University, has made a proposal to the State Board of Education to boost funding to the Department of Intercollegiate Athletics. I fully support this effort.

The University has made some great improvements to the Department of Athletics in recent years. Thanks to the efforts of fundraisers and private donations from the community, Idaho State University now has a new softball field, a new outdoor practice field, a new playing surface in Holt Arena, as well as remodeled locker rooms for several sports.

Idaho State University is near the bottom of the Big Sky institutions in athletics funding from state sources, and I believe that we need to support President Vailas' efforts to use reserve funds to help provide a positive return on ISU's athletic success, fundraising, and community relations. Sports are such an important part of any University, and increased funding can help Idaho State University raise the level of all of their sports, which will enhance community relations and fundraising.

Thank you for your serious consideration in this matter.

Sincerely,

Sylvia J. Papenberg
July 10, 2014

Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Members of the State Board of Education:

We are aware that Dr. Arthur Vailas, President of Idaho State University, has approached the Idaho State Board of Education with a proposal to provide additional funds to Idaho State University’s Department of Intercollegiate Athletics. We support his proposal.

In recent years, the University has made significant improvements in the Department, particularly in the enhancement of facilities through private fundraising efforts. Idaho Central Credit Union has helped to fund a new basketball floor for Holt Arena, renovations to the floor and environment at Reed Gymnasium, and a community practice field south of Holt Arena. Other private contributors have also contributed to various other efforts. The fruits of those efforts are beginning to show, but we believe much more can be accomplished.

ISU is very near the bottom of all Big Sky Conference institutions in funding for athletics. In order to remain competitive in the Big Sky, we support President Vailas’ efforts to use some reserves to help boost investment in the department. We believe those efforts will provide a pronounced return on that investment, most notably in athletic success, community relations and engagement, fundraising, and in the overall brand of the athletic department at an outstanding university.

We thank you for your consideration of his proposal.

Sincerely,

Kent Oram, CEO
July 7, 2014

Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Members of the State Board of Education:

I was recently made aware that Dr. Arthur Vailas, President of Idaho State University, has approached the Idaho State Board of Education with a proposal to help boost some additional Idaho State University investment in the Department of Intercollegiate Athletics. I am in support of this effort, and believe it is vital to the continued success of our athletic programs.

In recent years the University has made significant improvements in the Department of Athletics, particularly in the enhancement of facilities through private fundraising efforts. The community has also stepped up to the plate in that endeavor, helping to fund various projects of importance to Idaho State University athletics. Included among these projects are a new softball field, a new practice field for outdoor sports, new playing surface in Holt Arena, and remodeled locker rooms to name a few. The fruits of those efforts are beginning to show, but I believe much more can be accomplished. In order to remain competitive in the Big Sky Conference, I support President Vailas’ efforts to use some reserves to help boost investment in the department. I believe those efforts will provide a pronounced return on that investment, most notably in athletic success, community relations and engagement, fundraising, and in the overall brand of the athletic department at an outstanding university.

I thank you for your consideration of his proposal, and sincerely ask for your Board’s support with this needed request.

Regards,

Troy V. Bell, President/ C.E.O
July 9, 2014

Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Members of the State Board of Education:

We, the undersigned, understand that Dr. Arthur Vailas, President of Idaho State University, has rendered a proposal to raise the investment cap in the Department of Intercollegiate Athletics to the Idaho State Board of Education.

It is well known that the Big Sky Conference is very competitive and currently ISU ranks near the bottom of all conference institutions in athletic funding from state sources. Much effort has gone into enhancing the university’s athletic facilities through private fundraising as exhibited by a new softball complex, a new practice field for outdoor sports, a new playing surface for Holt Arena and remodeled locker rooms, but much more can be accomplished if Dr. Vailas’ proposal were approved.

In recent years, the football team has been forced to play “money” games with larger universities to help subsidize the athletic budget. The results of those contests are often one sided and unfair to the athletes participating. We all know that athletic success is a key element to exposure, community relations, fund raising and the overall brand of the university.

We support Dr. Vailas’ efforts to use some reserves to further invest in Idaho State University’s athletic program. Thank you for your consideration in this proposal.

Respectfully,

Don Neves

Jim Koetter

Scott Thornley

Mike Stanley
UNIVERSITY OF IDAHO

SUBJECT
Capital Project Authorization Request, Tenant Improvements for the Idaho Law and Justice Learning Center Construction Phase, University of Idaho (UI)

REFERENCE
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>August 21, 2008</td>
<td>The Idaho State Board of Education (Board) authorized the University of Idaho to expand its offerings in Boise to a full, third year curriculum to include a legislative appropriation in the FY 2010 budget for the expansion.</td>
</tr>
<tr>
<td>August 16, 2012</td>
<td>The Board gave preliminary approval for a FY 2014 Line Item request for a new appropriation of $400,000 to help support the cost of delivering the second year law curriculum in Boise subject to programmatic review at the October 2012 meeting.</td>
</tr>
<tr>
<td>October 18, 2012</td>
<td>The Board authorized the UI to offer second year law curriculum in Boise.</td>
</tr>
<tr>
<td>August 15, 2013</td>
<td>The Board approved a FY 2015 Line Item request for a new appropriation of $400,000 to help support the cost of delivering the second year law curriculum in Boise.</td>
</tr>
<tr>
<td>February 27, 2014</td>
<td>The Board approved the planning and design phase for the Idaho Law and Justice Learning Center.</td>
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</table>

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections V.K.1, and V.K.3.b., and V.K.3.c.
BACKGROUND/ DISCUSSION

Request Summary
This is a request for Regents’ authorization to implement the construction phase for tenant improvements as part of an overall project in Boise commonly known as the Idaho Law and Justice Learning Center (ILJLC).

General Background
Since the fall of 2010, the College of Law has operated its third-year program in Boise in the Idaho Water Center Building, a modern educational facility that houses University of Idaho graduate programs in law, education, agriculture, and engineering as well as entities engaged in research on water and public lands.

In 2011, the Idaho Supreme Court and the UI entered into a MOU under which the Supreme Court co-located the Idaho State Law Library with the UI’s law program in Boise. Pursuant to this arrangement, the State Law Library is currently located at the Idaho Water Center Building.

Facility planners for the Boise programs anticipated early on that the Department of Administration would renovate the existing old Ada County Courthouse in Boise, and that the renovated facility would house (i) the educational and outreach programs of the College of Law and the State Judiciary, and (ii) the State Law Library as managed and operated by the College of Law.

The State has funded a number phases of renovation and restoration of the old Courthouse ($5M to date), with the final $1M phase of work expected to be funded in FY 2015. The state Division of Public Works (DPW) has completed 4 previous phases of this overall renovation effort, and the final phase of construction (Phase 5) is getting underway in the very near future. DPW is currently in design work for Phase 5, and desires to bid the project in September, 2014.

The University of Idaho College of Law has raised over $1.6 million for tenant improvements, as a supplement to state funding. DPW intends to include the UI funded tenant improvements as part of DPW’s Phase 5 of building renovations in FY 2015. The DPW portion of Phase 5 is authorized through the appropriate processes governing DPW operations and project administration. Regents’ authorization for the construction of the College’s tenant improvements is required before DPW initiates Phase 5.

The College of Law and the State Law Library plan to move to the ILJLC upon completion of the renovation and tenant improvements, targeted for August, 2015. Until these improvements are completed, the College of Law and the State Law Library will continue to operate out of the Idaho Water Center.
IMPACT
The fiscal impact is estimated at $1,600,000 for the University of Idaho, College of Law and State Law Library tenant improvements at the ILJLC.

<table>
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<th>Funding</th>
<th>Estimate Budget</th>
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<tr>
<td>State $0</td>
<td>Construction $1,322,300</td>
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<tr>
<td>Federal (Grant): $0</td>
<td>A/E &amp; Consultant Fees $143,000</td>
</tr>
<tr>
<td>Other (Gifts): $1,600,000</td>
<td>Contingency $145,500</td>
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<tr>
<td>Total $1,600,000</td>
<td>Total $1,600,000</td>
</tr>
</tbody>
</table>

The project funding for the tenant improvements to create the Idaho Law and Justice Learning Center is provided through private donations.

ATTACHMENTS
Attachment 1 – Capital Project Tracking Sheet Page 5

STAFF COMMENTS AND RECOMMENDATIONS
This project contemplates the College paying for all tenant improvements to the space it will occupy. Upon completion, the College will lease the old Courthouse space from the state at the standard rate for office space on the Capitol Mall (currently $10.74 /sf). Board policy provides that space must be owner-occupied in order to be eligible to request funding for occupancy costs (i.e. those costs associated with occupying a facility including custodial, utility, and maintenance costs as defined in Board policy V.B.10.). As such, UI has requested the equivalent of occupancy costs as budget line item for FY 2016.

Staff recommends approval.

BOARD ACTION
I move to approve the request by the University of Idaho to implement the construction phase for the tenant improvements at the Idaho Law and Justice Learning Center in the amount of $1,600,000 pursuant to the estimated budget set forth in the materials submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
### History Narrative

**Institution/Agency:** University of Idaho  
**Project:** Construction Phase Authorization, Tenant Improvements at the Idaho Law and Justice Learning Center, Boise

**Project Description:**
Construction Phase for a project to implement tenant improvements in the old Ada County Courthouse for the Idaho Law and Justice Learning Center. The project will include necessary interior mechanical, electrical, and plumbing systems and all interior finishes to support program operations.

**Project Use:**
The Idaho Law and Justice Learning Center will house (a) the educational and outreach programs of the College of Law and the State Judiciary, and (b) the State Law Library as managed and operated by the College of Law.

**Project Size:**
roughly 30,000 GSF

<table>
<thead>
<tr>
<th>Sources of Funds</th>
<th>Use of Funds</th>
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</thead>
<tbody>
<tr>
<td>PBF</td>
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<tr>
<td>Planning</td>
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**Initial Cost of Project, Planning and Design Phase Only**

**History of Revisions:**

**Project Cost, Construction Phase**

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**Total Project Costs**

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* Donated gift funds  
** Design Contingency
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<tr>
<td>1</td>
<td>BOARD POLICY III. P, STUDENTS - SECOND READING</td>
<td>Approval Item</td>
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<td>2</td>
<td>BOISE STATE UNIVERSITY - MASTER OF POLITICAL SCIENCE</td>
<td>Approval Item</td>
</tr>
<tr>
<td>3</td>
<td>BOISE STATE UNIVERSITY - STEM INSTITUTE</td>
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<tr>
<td>4</td>
<td>LEWIS-CLARK STATE COLLEGE - CONSTITUTION</td>
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<td>5</td>
<td>ACCREDITATION UPDATE</td>
<td>Information Item</td>
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SUBJECT  
Board Policy III.P. Students, subsection 18. Student Complaints /Grievances – Second Reading

REFERENCE  
June 2010 Board approved second reading of amendments to Board Policy III.P.
June 2014 The Board approved the first reading of proposed amendments to Board Policy III.P.

APPLICABLE STATUTES, RULE OR POLICY  
Idaho State Board of Education Governing Policies & Procedures, Section III.P.

BACKGROUND/DISCUSSION  
The Federal Government promulgated rules regarding postsecondary program integrity; non-compliance with these rules may result in an institution’s loss of eligibility for Title IV funds. A requirement of these rules is to provide access to a state level complaint process for students of the institution. Administrative rule (IDAPA 08.01.11) provides a state complaint process that applies to the private postsecondary institutions that are authorized by the Board. Board Policy III.P, Students, subsection 18, Student Complaints/Grievances, provides a student complaint process that applies to those institutions under the Board’s direct governance. However, Board policy only applies to the community colleges when they are specifically mentioned in the policy, and currently Board Policy III.P does not specify that it applies to the community colleges. Proposed changes would include the community colleges in the Board’s student complaint process.

IMPACT  
Approval of the proposed amendment would cover the community colleges in the Board’s student complaint process.

ATTACHMENTS  
Attachment 1 – Board Policy III.P. Students – 2nd Reading

STAFF COMMENTS AND RECOMMENDATIONS  
Staff currently follows the student complaint process outlined in Board Policy III.P. when community college students contact the Board office with a grievance. There have been no changes between the first and second reading.

Staff recommends approval.

BOARD ACTION  
I move to approve the second reading of proposed amendments to Board policy III.P. Students, subsection 18. as submitted in Attachment 1.

Moved by ___________ Seconded by __________ Carried Yes _____ No ______
Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. Students  

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

   a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.

   b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.

   c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.

   d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.

   e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

2. Sexual Harassment

Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:

a. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;

b. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or

c. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.

Each institution must develop and make public procedures providing for the prompt, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (See also "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:
Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

a. Undergraduate Student

For fee and tuition purposes, a “full-time” undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).
i. Student Body Officers and Appointees

For fee and tuition purposes, the president, vice president, and senators of
the associated student body government are considered full-time students
when carrying at least the following credit loads: (a) president, three (3)
credits and (b) vice president and senators, six (6) credits.

ii. Editors

Editors of student published newspapers are recognized as full-time students
when carrying a three credit load, and associate editors are recognized as
full-time students when carrying a six credit load.

b. Graduate Student

For fee and tuition purposes, a “full-time” graduate student means any graduate
student carrying nine (9) or more credits, or any graduate student on a full
appointment as an instructional or graduate assistant, regardless of the number
of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for
their own duly constituted organization, which must be consistent with Board Governing
Policies and Procedures. Each student constitution must be reviewed and approved by
the Chief Executive Officer. Any amendments to the student constitution must also be
reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration
of student financial aid.

a. Transfer of Delinquent National Direct Student Loans. (See Section V,
Subsection P)

b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy,
initiate charges against individuals who fraudulently obtain or misrepresent
themselves with respect to student financial aid.

10. Fees and Tuition

a. Establishment

Policies and procedures for establishment of fees, tuition, and other charges are
found in Section V, Subsection R, of the Governing Policies and Procedures.
b. Refund of Fees
Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

a. Restrictions

No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures

Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

c. Graduate Assistants

Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds,
and rules of the Division of Human Resources (or the University of Idaho classified employee system) or federal guidelines when work-study funds are used.

12. Student Conduct, Rights, and Responsibilities

Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution’s chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance (Effective July 1, 2003)

The Board’s student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution shall provide the opportunity for students to purchase health insurance. Institutions are encouraged to work together to provide the most cost
effective coverage possible. Health insurance offered through the institution shall provide benefits in accordance with state and federal law.

b. Mandatory Student Health Insurance

Every full-fee paying student (as defined by each institution) attending classes in Idaho shall be covered by health insurance. Students shall purchase health insurance offered through the institution, or may instead, at the discretion of each institution, present evidence of health insurance coverage that is at least substantially equivalent to the health insurance coverage offered through the institution. Students without evidence of health insurance coverage shall be ineligible to enroll at the institution.

i. Students presenting evidence of health insurance coverage not acquired through the institution shall provide at least the following information:

1) Name of health insurance carrier
2) Policy number
3) Location of an employer, insurance company or agent who can verify coverage

ii. Each institution shall monitor and enforce student compliance with this policy.

iii. Each institution shall develop procedures that provide for termination of a student’s registration if he or she is found to be out of compliance with this policy while enrolled at the institution. Each institution, at its discretion, may provide a student found to be out of compliance the opportunity to come into compliance before that student’s registration is terminated, and may provide that a student be allowed to re-enroll upon meeting the conditions set forth herein, and any others as may be set forth by the institution.

17. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student’s current and future academic needs. The activated student, with the instructor’s consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a “W” on his or her transcript, or no indication of enrollment in the course(s).
b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

18. Student Complaints/Grievances.

This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho. The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state’s postsecondary educational institutions, has established the following procedure for review of institution decisions regarding student complaints/grievances shall be reviewed as follows:

a. The Board designates its Executive Director as the Board’s representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.

b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual's attendance at the institution. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.

c. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution’s final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.
d. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.

e. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.

f. The Board’s Executive Director will issue a written decision as to whether the institution’s decision with regard to the student’s complaint/grievance was proper or was made in error. The Executive Director may uphold the institution’s decision, overturn the institution’s decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints/grievances.
BOISE STATE UNIVERSITY

SUBJECT
Approval of New Master of Arts in Political Science program

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION
Boise State University (BSU) proposes to create a new program that will award a Master of Arts in Political Science degree. The proposed program will be offered face-to-face in BSU’s regional service area.

The curriculum will contain four major components: (i) quantitative methodology coursework will provide students with skills needed to tackle data-driven problems that require critical thinking; (ii) content coursework to provide students with a sophisticated understanding of the principal theoretical, analytical, and methodological approaches used within the discipline of political science; (iii) research skills, gained either through production of a thesis or a professional research project, and (iv) writing competence, gained through significant amounts of writing during their graduate career.

The University of Idaho (UI) and Idaho State University (ISU) each offers an MA in Political Science to meet regional need in the service areas of those two institutions.

There are several reasons for BSU to offer the proposed program:
- Although UI and ISU offer MA in Political Science programs, neither program is available to students in the Treasure Valley. The proposed program is necessary to meet the needs of BSU’s service region. Boise is the largest Metropolitan Statistical Area (MSA) in the Intermountain West and the Pacific Northwest without a graduate program in political science.
- It is logical to co-locate a graduate program in political science in Boise, the center of government, business, and non-profit organizations for the state of Idaho, where: (i) there is a need for educational opportunities for employees and educators; and (ii) there are many opportunities for students to be exposed to the workings of government as interns and to contribute to the work carried out by staffs of government agencies.
- The proposed program will meet the needs of: (i) those planning to become high school teachers or instructors at two-year colleges; (ii) current high school teachers who wish to continue their education in political science; (iii) working professionals who seek to improve their qualifications (e.g., quantitative methodology) through additional education; and (iv) those wishing to prepare for entry into a Ph.D. program in political science, public administration, or other related area of advanced study.
The program will provide policy-relevant research for governments, citizens, businesses, and non-profit organizations in the Treasure Valley and beyond.

The program will be a key component of BSU’s proposed School of Public Service by providing coursework and research opportunities that will complement and support the new Ph.D. program in Public Policy and Administration, the well-established Masters in Public Administration, and the new Masters in Community and Regional Planning program at Boise State University. In addition, the proposed program will provide a pipeline of applicants for the Ph.D. program in Public Policy and Administration.

BSU projects that, annually, approximately 20 students will begin the program and 13 to 14 will graduate. Ability to enroll and graduate that number of students is supported by several lines of evidence.

- On the order of 100 BSU students graduate with a BA in Political Science each year. Sixty-seven percent of students responding to a survey of upper division students indicated interest in applying to the proposed MA in Political Science program.
- In the Boise area are many professionals and educators for whom an MA in Political Science would provide an important educational opportunity.
- The faculty members of the Department of Political Science have very strong research records, and therefore will be attractive to out-of-state students interested in doing research in the particular scholarly areas of those faculty members.

Although labor statistics project annual openings for approximately 30 “political scientists” in Idaho, such a projection is a substantial underestimate of need for the program for two reasons. First, an MA in Political Science will be an appropriate degree for a range of positions in government, business, and non-profits that extends well beyond the confines of “political scientist.” Second, according to responses to queries at three institutions with similar programs, only 1/3 of graduates enter positions in government or private business; the remaining 2/3 either find jobs in academic settings or go on to pursue advanced studies in political science or social science.

IMPACT

BSU plans to invest reallocated resources, primarily from salary savings, to hire a lecturer; such a hire will enable reallocation of a portion of the teaching capacity of several tenured/tenure-track faculty members in a quantity sufficient to offer the coursework necessary for the proposed program. A recent external review of the Political Science Department found that the depth and breadth of faculty expertise are more than sufficient to support an excellent bachelor’s program and an excellent master’s program. The addition of the lecturer position will provide the necessary instructional capacity to offer both programs.
STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to create a new program granting a Master of Arts in Political Science. The proposed program will require 30 credits of graduate coursework. BSU believes there is sufficient market need to provide over 20 new students per year, based on information from Department of Labor statistics and from a survey of potential students. In addition, BSU is located at the center of government and population for the state, and therefore has access to a large number of potential students. Finally, BSU has designed into its program a market that might otherwise go untapped: BSU undergraduate political science students will be able to pursue an accelerated 4+1 master’s program, in which they will enter the MA program with 6 graduate-level credits earned as seniors in the BA Political Science program.

BSU’s request to create a new MA in Political Science is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in the Southwest Region.

Institutions under the Board’s governance implemented a prioritization of programs process consistent with Dickeson’s prioritization principles. BSU applied this process only to existing programs. Therefore the proposed MA in Political Science, although it was on BSU’s five year plan prior to the initiation of program prioritization, was not proposed as a result of the process. However, the outcomes of the process confirmed that the Department of Political Science has a high-performing baccalaureate program and therefore is a good candidate for offering a master’s program.

Pursuant to III.Z., no institution has the Statewide Program Responsibility for Political Science. Currently, the UI and ISU offer graduate programs in Political Science. The following represents current program offerings:

<table>
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<tr>
<th>Institution</th>
<th>Program Title</th>
<th>CIP Code</th>
<th>Degree Level</th>
<th>Options/Minors/Emphases</th>
<th>Location(s)</th>
<th>Regional/Statewide</th>
<th>Method of Delivery</th>
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<td>BSU</td>
<td>Political Science</td>
<td>45.1001</td>
<td>B.S.</td>
<td>Emphases: American Gov't and Public Policy, International Relations and Comparative Politics Emphasis, Public Law and Political Philosophy Minor</td>
<td>Boise</td>
<td>Regional</td>
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<tr>
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<td>AA</td>
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<td>CSI Campus</td>
<td>Regional</td>
<td>Traditional with some portion avail online and/or AA only Online exclusively</td>
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The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on July 17, 2014. Both the UI and ISU expressed concerns regarding duplication of programs currently being offered at respective institutions. CAAP discussed the concerns at length and determined that BSU has demonstrated a need for the graduate program in their service region. They also concluded that program duplication may be necessary in order for institutions to meet service region program responsibilities. With that said, CAAP agreed to support the proposed MA in Political Science based on the regional needs identified by BSU.

Additionally, BSU determined that if the program does not meet the goal of 12 graduates per year, the resources invested in the program will be withdrawn. For this reason, staff believes that there is sufficient justification for BSU to offer this program.

The proposed program was presented to the Instruction, Research, and Student Affairs (IRSA) at their July 31, 2014 meeting.

Board staff and IRSA recommend approval.

**BOARD ACTION**

I move to approve the request by Boise State University to create a new Master of Arts in Political Science.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
Idaho State Board of Education
Proposal for Graduate and Doctoral Degree Program

<table>
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<tr>
<td>Institution Submitting Proposal:</td>
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<td>Boise State University</td>
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<td>Name of College, School, or Division:</td>
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<td>Social Science and Public Affairs</td>
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<td>Name of Department(s) or Area(s):</td>
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Program Identification for Proposed New, Modified, or Discontinued Program:

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<td>Master of Arts in Political Science</td>
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<tr>
<td>Degree:</td>
</tr>
<tr>
<td>Master of Arts</td>
</tr>
<tr>
<td>Method of Delivery:</td>
</tr>
<tr>
<td>Face to face</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar)</td>
</tr>
<tr>
<td>45:1001</td>
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<tr>
<td>Proposed Starting Date:</td>
</tr>
<tr>
<td>Fall 2015</td>
</tr>
<tr>
<td>Indicate if the program is:</td>
</tr>
<tr>
<td>[ ] Regional Responsibility</td>
</tr>
<tr>
<td>[ ] Statewide Responsibility</td>
</tr>
</tbody>
</table>

Indicate whether this request is either of the following:

- [x] New Graduate Program
- [ ] Contract Program/Collaborative
- [ ] New Doctoral Program
- [ ] Expansion of an Existing Graduate/Doctoral Program
- [ ] New Off-Campus Graduate Program
- [ ] Consolidation of an Existing Graduate/Doctoral Program
- [ ] New Off-Campus Doctoral Program
- [ ] Discontinuation of an Existing Graduate/Doctoral Program

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John R. Pelton</td>
<td>14 Jan 2014</td>
</tr>
<tr>
<td>Graduated Dean</td>
<td>Date</td>
</tr>
<tr>
<td>ExtStudies Dean</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
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</table>

Vice President for Research (as applicable) Date
Academic Affairs Program Manager Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. Describe the nature of the request. Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. If this is a request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.

Boise State University proposes the creation of a new program leading to the degree of “Master of Arts in Political Science.”

The proposed program will expose the student to the important substantive debates within the subfields of American Government and Politics, Comparative Politics, and International Affairs, as well as train the student in the use of research methodologies.

Boise State University is located in the capital city of Idaho, a region that is one of the fastest growing in the United States. In an increasingly competitive marketplace, graduate education is becoming more valuable – and in some fields, necessary. A survey of undergraduate students in political science identified a high demand for a master’s program in political science at Boise State. Many of our students are interested in the advantage that advanced training can bring them in the local workplace; these students are not willing to leave the Treasure Valley to pursue graduate work, which means that the proposed MA will prepare individuals planning to work locally. In addition, other students are interested in pursuing a master’s degree to further develop their skills and make them more attractive to Ph.D. programs throughout the United States. Students holding a master’s degree will be better prepared to further Idaho’s goals in business, education, and governance.

The program will also provide an important professional development opportunity for secondary education teachers. Given the growing demand for high school teachers to deliver courses that are comparable to lower-division university courses, the proposed program will be of direct benefit to high school teachers and their students.

The proposed program will augment the new Ph.D. program in the Department of Public Policy and Administration at Boise State. The political science faculty will be able to offer graduate courses supporting the Ph.D. program, and political science graduate students will benefit from interaction with the program’s Ph.D. students.

2. List the objectives of the program. The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. This question is not applicable to requests for discontinuance.

The College of Social Sciences and Public Affairs is responsible for the state-wide mission in Public Affairs. The proposed MA program in Political Science advances this mission in four (4) specific ways.

(A) The proposed program is designed to meet the educational and professional needs of the following groups of students: (1) those wishing to prepare for a Ph.D. degree in Political Science, Public Administration, or other advanced study (thus, the MA will serve as a pipeline
school teachers or instructors in two-year colleges who wish to continue their education in political science; (3) working professionals who seek to improve their qualifications through additional education.

(B) The proposed MA program will provide coursework and research opportunities that will complement and support the new Ph.D. program in Public Administration, the well-established Masters in Public Administration, and the new Masters in Community and Regional Planning program at Boise State University. Providing faculty expertise in political science will enrich our students as well as students in these other programs. By establishing an MA in political science, it is our expectation that we will build the necessary support to improve the quality of the Ph.D. program as well as permit Ph.D. students to complete their doctoral programs in a more timely fashion. In addition, our faculty members have extensive international expertise, which will be a benefit to the Ph.D. program. Our MA program will serve as an important pipeline for the Ph.D. program in public policy.

(C) The proposed MA program will help inculcate a graduate research culture among the three departments cited above. We expect to enroll 15 students in the first year of the program and an additional 20 in the second year of the program, which means that these 35 students will be part of a growing graduate body on campus.

(D) The proposed program will provide an additional source of research expertise for Idaho’s citizens, public servants, and legislators. Our faculty members regularly conduct research on “real world” problems, which should assist citizens and policymakers in a complex and changing environment.

The Program Intended Learning Outcomes are as follows:

(A) Quantitative Methodology

Students will take at least one course in advanced statistical methods, which will prepare them to conduct high-level statistical analysis. Graduates of the MA program will be able develop research projects through which they are able use complex statistical techniques to analyze a wide-range of outcomes. We currently have students graduating with a B.S. in Political Science go on to governmental and private jobs that require proficiency in data analysis, and these employers find our students to be valuable assets. Advanced education in these areas make our students more competitive in the job market and allow us to provide employers the caliber of students that they need in tackling data-driven problems that require critical thinking.

(B) Content

Students will develop a sophisticated understanding of the principal theoretical, analytical, and methodological approaches used within the discipline of political science. Having these skills will enable the graduate to produce better quality research reports. Graduates will be equipped to carry out policy and political analyses that draw on multiple lines of argumentation and evidence.

(C) Research Skills

There are two culminating experiences in the proposed MA program. These will allow graduates to demonstrate their mastery of a significant literature in political science and state-of-the-art analytical techniques.
a. Thesis: The thesis option will give Ph.D.-bound students the ability to produce an article of publishable quality. This will significantly advance their research skills as well as make them much more competitive as they apply to Ph.D. programs.

b. Professional Research Project: Students pursuing this option will design a research project that enables them to simultaneously advance their research and professional interests. For example, high school teachers might choose to develop a project that allows them to restructure their curriculum to take advantage of new content, research methodologies, and theoretical approaches. A professional, working for the state of Idaho or for a local non-profit organization, might work on a research project that applies their new skills to a specific policy problem.

(D) Writing

Students enrolled in this proposed program will be expected to do a significant amount of writing. It is our expectation that the writing skills of the students will improve significantly, thereby allowing them to become better professionals.

3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. This question is not applicable to requests for discontinuance.

The following measures will ensure the high quality of the proposed program:

(A) Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

(B) Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

(C) Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.

(D) Association with existing, high quality programs: The proposed Masters in Political Science capitalizes on the synergy of four distinct but complementary graduate programs. In addition to the proposed MA in Political Science, Boise State offers a Ph.D. in Public Policy and Administration, a professionally-accredited Master of Public Administration, and a Master in Community and Regional Planning. Students enrolled in the Political Science master’s program will be able to take discipline-specific courses to fine-tune skills and knowledge specific to political science, and they will also have the opportunity to take classes in the other three “sister” graduate programs, which will expand the breadth of their knowledge. Political Science faculty will work closely with faculty members in the Departments of Public Policy and Administration and Community and Regional Planning to ensure that the courses offered in the four graduate programs will complement and reinforce the strength of each department.
(E) High-quality faculty: The proposed program will draw upon highly regarded faculty members who are nationally and internationally recognized as experts in their field of study. Over the past 15 years our faculty members have published in the top political science journals (American Political Science Review, American Journal of Politics, Journal of Politics, Comparative Politics, and Journal of World Development), and have published with faculty members from other universities (Ohio State University, University of Iowa, University of South Carolina, University of Colorado), demonstrating our links to the broader academic debates. In addition, our faculty members have won research grant awards from the National Science Foundation, Social Sciences and Humanities Council of Canada, Fulbright Commission, and the Olin Foundation. Our research-orientation complements our success in the classroom, which will extend to the proposed Master’s program. Among our distinguished faculty, members include: John Freemuth, who was named “Idaho Professor of the Year” by the Carnegie Foundation and Gary Moncrief, who was Boise State University’s Foundation Research Scholar. Our political science faculty members have been selected nine times as “Distinguished Professor” by a Boise State University “Top Ten Scholar.”

Specialized accreditation is not available for political science graduate programs.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

- **POLS 500** American Government and Politics (3 credits)
- **POLS 505** Comparative Politics (3 credits)
- **POLS 506** World Politics (3 credits)
- **POLS 508** Quantitative Research Methodology (3 credits)

**American Politics**
- **POLS 512** Political Parties, Campaigns and Elections (3 credits)
- **POLS 513** American Presidency (3 credits)
- **POLS 514** Legislative Behavior (3 credits)
- **POLS 516** Institutions and Citizenship and Contemporary Thought (3 credits)
- **POLS 518** Judicial Decision Making (3 credits)
- **POLS 520** Contemporary Issues in American Politics (3 credits)

**Comparative Politics/International Relations**
- **POLS 523** Foreign Policy Analysis (3 credits)
- **POLS 525** Civil War and Terrorism (3 credits)
- **POLS 526** Democratization (3 credits)
- **POLS 528** Advanced International Political Economy (3 credits)
- **POLS 531** Contemporary Issues in World Politics (3 credits)
- **POLS 586** Independent Study (3 credits)
- **POLS 591** Graduate Thesis (6 credits)

**Proposed Catalog Statement:**
1. **POLS 500** **AMERICAN GOVERNMENT AND POLITICS** (3-0-3) (F/S). Examination of theoretical and methodological approaches used to explain institutional, political culture and political processes throughout the American regime. PREREQ: Graduate Standing, or PERM/INST.
2. **POLS 505 COMPARATIVE POLITICS (3-0-3)(F/S).** This seminar focuses on the principal theoretical, methodological and analytical approaches developed in the subfield of comparative politics to explain variation in economic development, regime type, and state capacity. PREREQ: Graduate Standing or PERM/INST.

3. **POLS 506 WORLD POLITICS (3-0-3)(F/S).** Examination of theoretical and methodological approaches in understanding relations between state, sub-national, non-state, and international actors. PREREQ: Graduate Standing, or PERM/INST.

4. **POLS 508 QUANTITATIVE RESEARCH METHODOLOGY (3-0-3)(F/S).** This seminar provides instruction on bivariate and multivariate modeling of political behavior.

5. **POLS 512 POLITICAL PARTIES, CAMPAIGNS, AND ELECTIONS (3-0-3)(F/S).** This seminar studies theoretical and methodological approaches useful in understanding the roles political parties play in politics and policy making and the structure and function of campaigns and elections. PREREQ: Graduate Standing, or PERM/INST.

6. **POLS 513 AMERICAN PRESIDENCY (3-0-3)(F/S).** This seminar provides a multi-faceted examination of the contending approaches to the study of the American presidency. PREREQ: Graduate Standing, or PERM/INST.

7. **POLS 514 LEGISLATIVE POLITICS (3-0-3)(F/S).** Analyzes the structure and function of legislatures at the state and national level. PREREQ: Graduate Standing, or PERM/INST.

8. **POLS 516 INSTITUTIONS, CITIZENSHIP, AND CONTEMPORARY THOUGHT (3-0-3)(F/S).** Examines liberal thought through writings of classical, progressive and contemporary liberals with emphasis on political institutions, relation of individual to community, the basis of human rights and the basis for political justification and obligation. PREREQ: Graduate Standing, or PERM/INS. PREREQ: Graduate Standing, or PERM/INST.

9. **POLS 518 JUDICIAL DECISION MAKING (3-0-3)(F/S).** Analysis of the theoretical arguments and empirical evidence surrounding the determinants of judicial decisions, with particular emphasis on the decisions made by appellate court judges. PREREQ: Graduate Standing, or PERM/INST.

10. **POLS 520 CONTEMPORARY ISSUES IN AMERICAN POLITICS (3-0-3)(F/S).** Examination of theoretical and methodological approaches to understanding recent developments in American politics. Students to explore areas of contemporary relevance that fall beyond or across the scope of other courses in the degree program. PREREQ: Graduate Standing, or PERM/INST.

11. **POLS 523 FOREIGN POLICY ANALYSIS (3-0-3)(F/S).** Theories of foreign policy choice, construction, and implementation by states. Individual, bureaucratic, organizational, state, and other perspectives. Students evaluate problems faced by major and minor powers. PREREQ: Graduate Standing, or PERM/INST.

12. **POLS 525 CIVIL WAR AND TERRORISM (3-0-3)(F/S).** Analysis of the theoretical and empirical causes of non-state actors using force against states and civilians in both domestic and international spheres. PREREQ: Graduate Standing, or PERM/INST.

13. **POLS 526 DEMOCRATIZATION (3-0-3)(F/S).** This seminar explores current theory and empirical observations in the areas of democratic regime change and consolidation. PREREQ: Graduate Standing, or PERM/INST.

14. **POLS 528 ADVANCED INTERNATIONAL POLITICAL ECONOMY (3-0-3)(F/S).** Examination of theoretical and methodological approaches to understanding the relationships between politics and economics in the international sphere. PREREQ: Graduate Standing, or PERM/INST.

15. **POLS 530 STATE INSTITUTIONS AND CIVIL SOCIETY (3-0-3)(F/S).** Examination of state formation and historical development of civil society. An emphasis on the interrelated nature of state and civil society development. PREREQ: Graduate Standing or PERM/INST.

16. **POLS 531 CONTEMPORARY ISSUES IN WORLD POLITICS (3-0-3)(F/S).** Examination of theoretical and methodological approaches to understanding recent developments in international relations or comparative politics. PREREQ: Graduate Standing, or PERM/INST.
5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

<table>
<thead>
<tr>
<th>Credit hours in required courses:</th>
<th>9</th>
</tr>
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<tbody>
<tr>
<td>Credit hours required in support courses:</td>
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<tr>
<td>Credit hours in required electives:</td>
<td>15</td>
</tr>
<tr>
<td>Credit hours for thesis or professional project:</td>
<td>6</td>
</tr>
<tr>
<td>Total credit hours required for completion:</td>
<td>30</td>
</tr>
</tbody>
</table>

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.

The proposed program will have two tracks:

(A) Students selecting the thesis track will be required to complete 6 credit hours of thesis work. It is our expectation that students will produce a publishable-quality article that they can submit to a peer-reviewed journal. Students may also choose to produce a thesis that is more in line with the traditional monograph. This track is aimed at students interested in pursuing doctoral studies.

(B) The “Directed Professional Project” track is aimed at working professionals and students who will not pursue a doctorate. Students will develop a project that is applicable in their current environment. For example, high school teachers could develop new content modules that improve their classroom experiences. Professionals working for the state of Idaho could conduct an in-depth project on a topic related to their professional responsibilities. The specifics of each project will be negotiated between each student and a faculty member.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

<table>
<thead>
<tr>
<th>Degrees/Certificates offered by school/college or program(s) within disciplinary area under review</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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<tr>
<td>BSU MA in Political Science (proposed)</td>
<td>Description for CIP Code “45.1001: Political Science and Government, General.”</td>
<td>General Political Science Training; Research Methodology; American Politics; Comparative Politics</td>
</tr>
<tr>
<td>CSI</td>
<td>A general program that focuses on the systematic study of political institutions and behavior. Includes instruction in political philosophy,</td>
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</tr>
<tr>
<td>CWI</td>
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<td></td>
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<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU MA, DA</td>
<td></td>
<td>General Political Science</td>
</tr>
</tbody>
</table>

March 16, 2012
The University of Idaho and Idaho State University each offer an MA and Ph.D. in Political Science on their home campuses. The justification for offering a third MA in Political Science in the state of Idaho is as follows:

(A) The program is necessary to serve the needs of place-bound residents of Boise State’s service region who cannot easily access the graduate political science programs at either the University of Idaho or Idaho State University. The Boise metropolitan area is the largest Metropolitan Statistical Area (MSA) in the Intermountain West and Pacific Northwest to not have a graduate program in political science. The proposed program will meet the educational and professional needs of three groups of students: (1) those planning to become high school teachers or instructors in two-year colleges, as well as current high school teachers and who wish to continue their education in political science; (2) working professionals who seek to improve their qualifications through additional education, and (3) those wishing to prepare for a Ph.D. degree in political science, Public Administration or other advanced study.

(B) The program will provide policy relevant research for governments, citizens, and non-profits organizations in the Treasure Valley, the State of Idaho, the Western part of the US and Canada as well as internationally. Our faculty (Drs. Allen, Burkhart, Freemuth, Hausegger, Kinney, Moncrief, Touchton, Vaughn, Wampler, Yenor) already conduct research on topics that are relevant to policymakers and citizens in these geographical areas. It is our expectation that there will be a significant increase in the amount of research conducted as our MA students will conduct original research on local issues. The strong research record of the Department of Political Science will likely be a strong draw for potential students, as they will know that a high quality MA program will enhance their professional development. The Political Science Department’s most recent external review argued that the caliber of the faculty was under-utilized by not having a MA program; the addition of a MA will enhance the department, the university, and the region.

(C) The program will strengthen Boise State University’s Ph.D. in Public Policy, the only Ph.D. program in the College of Social Sciences and Public Affairs, which has the lead statewide responsibility for public affairs education in Idaho. Our faculty is nationally and internationally recognized for their policy and scholarly expertise. The MA in POLS will expand the areas of expertise available to Ph.D. students and contribute to improvements in the overall quality of the dissertation as well as helping Ph.D. students move through the program in a timely fashion.
Please note that Boise State University, Idaho State University and the University of Idaho all have Masters of Public Administration (MPA) programs. These programs are not included in the chart above because they are professional programs designed to prepare students for jobs in the public sector.

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

A survey of student interest in a Masters of Political Science program was conducted during the Fall Semester of 2010. Faculty submitted the attached questionnaire (Appendix B) to students in upper-division undergraduate Political Science classes to gauge the factors involved in giving consideration to applying to the program, curriculum interests, and other matters. There were 116 responses to the survey. In response to the question "The Department of Political Science is proposing a master's degree in Political Science. Would you consider applying to this proposed program?" 67% of the respondents said "Yes". Of these respondents, roughly equal percentages would consider specializing their graduate studies in either American Government or International Relations (41% and 42% respectively). Within the American Government specialization, the top sub-specializations were the courts (31% of respondents) and public policy (25%). The factors considered by the respondents to be the most important factors include the diversity of specializations of study offered, the affordability of the program, and the quality of the program. The top goals for respondents pursuing a master's degree were helping secure employment, a stepping-stone toward a Ph.D., and an interest in studying political science further. Given the evidentiary amount of interest in the program, we estimate initial enrollment per the table below.

Additionally, during the past decade, our faculty has received much anecdotal evidence of interest among the student body and community members for a master's program, through conversations, letters and email inquiries.

The program will serve three distinct student groups:
1. "Accelerated Full-time" students will be recruited from the ranks of BA in Political Science students, will have completed 6 graduate credits during their BA career and thus will need only 24 credits to complete the MA program, and will complete 12 credits in each of two semesters. Attrition per semester is estimated at 0.05.
2. "Regular Full-time" students will be students who will enter the program with no graduate credits, and will complete 12 credits in each of the first two semesters then 6 credits in a final semester. Attrition per semester is estimated at 0.1.
3. "Part-time" students will complete on average 4.5 credits per semester, requiring on average 3.5 years to complete their degrees. Attrition per semester is estimated at 0.2.

The first table below shows the projected enrollments of each of the student groups. The second shows the projected number of graduates.
### Accelerated Full Time: Arrive with 6 Credits Completed Already

<table>
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<tr>
<th>attrition/semester</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
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<tr>
<td>cred in final semester 12</td>
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### Regular Full Time

<table>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tbody>
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### Part Time

<table>
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<th>Year 4</th>
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<tr>
<td>Year 2</td>
<td>15</td>
<td>19</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Year 3</td>
<td>165</td>
<td>165</td>
<td>366</td>
<td>455</td>
</tr>
<tr>
<td>Year 4</td>
<td>165</td>
<td>165</td>
<td>366</td>
<td>455</td>
</tr>
</tbody>
</table>

### GRADUATES

<p>| Accelerated Full time: Arrive with 6 Credits Completed Already |</p>
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>5.4</td>
<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
<td>7.2</td>
</tr>
<tr>
<td>Regular Full time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Graduates</td>
<td>3.6</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
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<tr>
<td>Part time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Graduates</td>
<td>2.6</td>
<td>3.4</td>
<td>3.4</td>
<td>3.4</td>
<td>3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Grads</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Grads</td>
<td>0.0</td>
<td>9.1</td>
<td>10.1</td>
<td>12.7</td>
<td>13.5</td>
<td>13.5</td>
</tr>
</tbody>
</table>

### Enrollment and Graduates

Enrollment and graduates are essential factors in determining the success of a program. Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over a three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors and other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

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Discontinuities. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Year 1 Previous</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Political Science (proposed)</td>
<td>Projected enrollment when program is fully up and running: approximately 25 to 40 headcount at any time</td>
<td>Projected number of graduate when program is fully up and running: approximately 13-14 each year</td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Political Science</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Doctor of Arts in Political Science</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Political Science</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ph.D. in Political Science</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

In general, the new MA in Political Science will complement, rather than compete with, the longstanding MPA and the new Ph.D. in Public Policy and Administration. Prospective MPA students are usually in-service professionals or other individuals who are seeking an administrative or management track in public service. The MA in Political Science is likely to appeal to individuals who want specific theoretical content in political science (e.g., a secondary teacher or journalist). Because applicants to the Ph.D. will usually have a Master's degree, the MA in Political Science will serve as a source of applicants for the Ph.D. program. Currently, the occasional student applies for the MPA when s/he instead might have preferred graduate work in political science, therefore, we estimate on average one student per year will be a "shifting enrollment."

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that
can be validated and must be no more than two years old. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (Regional)</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>State</td>
<td>29</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Nation</td>
<td>5,690</td>
<td>5,735</td>
<td>5,780</td>
</tr>
</tbody>
</table>

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

National workforce needs come from the "Political Scientists" chapter of the U.S. Bureau of Labor Statistics publication "Occupational Outlook Handbook" (U.S. Department of Labor, 2010) and are extrapolated from 2010. State workforce needs are extrapolated from the national figures based upon Idaho’s workforce population as a percentage share of the U.S. workforce population. Local (regional) figures are extrapolated from the State figures based upon approximately 50% of Idaho’s population residing in the 10 county service area of Boise State.

Additionally, we surveyed three peer institutions during the spring of 2013 with programs that are comparable to our proposed program: the University of Montana, Portland State University, and the University of Wyoming. These programs reported that approximately 1/3 of their graduates advance to their Ph.D. studies in political science or social science; 1/3 find jobs in academic settings such as college and university lecturers and instructors, program directors, and supervisors; and 1/3 find employment in governmental positions or private business.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

According to the report "Boise City-Nampa MSA Employment and Industry Analysis: Collegiate Employment / Workforce Readiness Report, Part I" (Boise State University, May 2013), the strongest emerging sectors of the MSA economy are "Educational Services" and "Professional, Scientific, and Technical Services" (p. 51). Master of Political Science graduates fit these job profiles.

According to the report "Work-Life Earnings by Field of Degree and Occupation for People With a Bachelor’s Degree: 2011" (Tiffany Julian, U.S. Census Bureau, October 2012), master’s degree earners have a significant earnings advantage over bachelor’s degree earners, and can on average expect to earn $2,834 million over their working lifetime, approximately $334,000 more than bachelor’s degree earners can in the social sciences.

Given that there is an evident pattern of demand in the state capital for Master of Political Science graduates, and their evidently increased earnings potential, we believe that the economy of the State of Idaho will improve in measurable terms with the creation of a Master of Political Science program at Boise State University.

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IRSA

TAB 2 Page 16
c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The Master of Political Science program will also support graduates advancing to Ph.D. programs in Public Policy and Political Science, who will contribute to disciplinary knowledge through their dissertation research, conference paper presentations, and referred publications.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. This question is not applicable to requests for discontinuance.

No

13. Describe how this request is consistent with the State Board of Education’s strategic plan and institution’s role and mission. This question is not applicable to requests for discontinuance.

Those outcomes will serve the following aspects of the SBOE strategic plan:

**GOAL 1: A WELL EDUCATED CITIZENRY**

The educational system will provide opportunities for individual advancement.

- **Objective A: Access** [The proposed program will provide access to a valuable program relevant to a wide range of students and professionals]

- **Objective C: Adult Learner Re-integration** – [The proposed program will meet the needs of professionals seeking additional education.]

**GOAL 2: CRITICAL THINKING AND INNOVATION**

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative. [The proposed program will contribute important understanding of state and local governmental processes.]

The following bolded passages show the relevance of the program to Boise State University's Mission:

*Boise State University is a public, metropolitan, research university offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.*

Boise State University has been designated the lead institution for public affairs in the state of Idaho by the State Board of Education. The proposed MA in Political Science will help Boise State and the College of Social Sciences and Public Affairs meet its goals on contributing to public affairs in the state of Idaho. Our faculty work on research projects is of great relevance to local, regional, national and international communities. The MA in
Political Science will allow our faculty to work with graduate students to help them to contribute to the vitality of public affairs.

14. Describe how this request fits with the institution's vision and/or strategic plan. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Plan</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1 – Create a signature, high quality educational experience for all students.</td>
<td>Our program MA program will graduate between 15 and 20 MA students on a yearly basis. The program will provide support to the new Ph.D. program, the MPA program and the MCRP program.</td>
</tr>
<tr>
<td>Goal 1 – Create a signature, high quality educational experience for all students.</td>
<td>The Department of Political Science at Boise State University enjoys a well-deserved reputation as having faculty who are committed, excellent teachers. Our students win university-wide awards on a regular basis and our faculty members have, for the past 15 years, consistently been recognized at the university-level for excellence.</td>
</tr>
<tr>
<td>Goal 3 – Gain distinction as a doctoral research university.</td>
<td>The Department of Political Science at Boise State University enjoys a well-deserved reputation as having faculty who are actively engaged in cutting-edge research that impacts their chosen fields of study.</td>
</tr>
<tr>
<td>Goal 4 – Align university program and activities with community needs.</td>
<td>Our faculty members are engaged in university, local, regional, national and international projects. These projects leverage the knowledge and commitment of faculty members. Our extensive engagement will help our graduate students develop new networks that will help them on an individual level.</td>
</tr>
</tbody>
</table>

15. Is the proposed program in your institution’s Five-Year plan? Indicate below. This question is not applicable to requests for discontinuance.  
   Yes X  No ___

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Our initial recruitment efforts will be focused on current and former students in the Treasure Valley. We will recruit seniors from Boise State University, College of Idaho, and Northwest Nazarene University. We will also recruit in local school districts, at high school and junior high/middle school levels. We will also recruit in the non-profit and public sectors, seeking out potential students. Following the first recruitment phase, we will expand recruitment across Idaho and the Intermountain West.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix D.

Not applicable
18. Program Resource Requirements.

I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Headcount</td>
<td>FTE</td>
<td>Headcount</td>
</tr>
<tr>
<td>A. New enrollments</td>
<td>0.9</td>
<td>4</td>
<td>14.2</td>
<td>18</td>
</tr>
<tr>
<td>B. Shifting enrollments</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Student FTE is computed for table I by dividing the total number of student credits in an academic year by 24.

II. REVENUE

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1A. Appropriated (Reallocated funding)</td>
<td>$57,000.00</td>
<td>$58,360.00</td>
<td>$59,700.00</td>
<td>$175,060.00</td>
</tr>
<tr>
<td>1B. Appropriated (Reallocated FTE)</td>
<td>$11,610.00</td>
<td>$27,596.70</td>
<td>$27,596.70</td>
<td>$66,803.40</td>
</tr>
<tr>
<td>2. Appropriated (New)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>3. Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Tuition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Revenue: $68,610.00 $0.00 $85,646.70 $0.00 $87,296.70 $0.00 $241,853.40 $0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>A. Personnel Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. FTE</td>
<td>1.45</td>
<td>1.65</td>
<td>1.65</td>
<td>4.75</td>
</tr>
<tr>
<td>2A. Faculty (reallocated funding)</td>
<td>$40,000.00</td>
<td>$41,000.00</td>
<td>$42,000.00</td>
<td>$123,000.00</td>
</tr>
<tr>
<td>2B. Faculty (reallocated FTE)</td>
<td>$0.00</td>
<td>$11,842.00</td>
<td>$11,842.00</td>
<td>$23,684.00</td>
</tr>
<tr>
<td>3. Administrators (reallocated FTE)</td>
<td>$5,800.00</td>
<td>$5,800.00</td>
<td>$5,800.00</td>
<td>$17,400.00</td>
</tr>
<tr>
<td>4. Adjunct Faculty</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>5. Instructional Assistants</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Research Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Support Personnel (reallocated FTE)</td>
<td>$2,600.00</td>
<td>$2,600.00</td>
<td>$2,600.00</td>
<td>$8,400.00</td>
</tr>
<tr>
<td>8A. Fringe Benefits (Reallocated funding)</td>
<td>$14,000.00</td>
<td>$14,350.00</td>
<td>$14,700.00</td>
<td>$43,050.00</td>
</tr>
<tr>
<td>8B. Fringe Benefits (reallocated FTE)</td>
<td>$3,010.00</td>
<td>$7,154.70</td>
<td>$7,154.70</td>
<td>$17,314.70</td>
</tr>
<tr>
<td>9. Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total FTE Personnel Cost reallocated: $54,600.00 $0.00 $55,350.00 $0.00 $56,700.00 $0.00 $174,450.00 $0.00
Total FTE Personnel Cost reallocated FTE: $11,610.00 $0.00 $27,596.70 $0.00 $27,596.70 $0.00 $58,403.40 $0.00

Notes:
II.1A "Reallocated funds" represent funds reallocated internal to the university.
II.1B "Reallocated FTE" represents faculty and administrative FTE reallocated to the program.
II.2A New funding for a lecturer beginning at $40k per year, to teach 8 3-credit courses per year.
IIIA.2B Reallocated FTE from faculty members listed in section 18a. FTE equivalent to 8 courses per year will be covered by the lecturer, therefore only 2 courses per year (beginning in year 2) worth of FTE need be reallocated to the new program.
IIIA.3 Administrative FTE covered by 0.1FTE of reallocated faculty effort.
IIIA.7 Support personnel: eallocated 0.1FTE of an administrative assistant at $28k salary.
III8 Fringe calculated at 35%
<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Operating Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Travel</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>2. Professional Services</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>3. Other Services</td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>4. Communications (reallocated funding)</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>5. Utilities</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Materials and Supplies</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>7. Rentals</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>8. Repairs &amp; Maintenance</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>9. Materials &amp; Goods for Manufacture &amp; Resale</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>10. Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td>$3,000.00</td>
<td>$0.00</td>
<td>$3,000.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Capital Outlay</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Library Resources</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>2. Equipment</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Capital Outlay</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D. Capital Facilities Construction or Major Renovation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E. Indirect Costs (overhead)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES:</strong></td>
<td>$68,610.00</td>
<td>$85,946.70</td>
<td>$87,296.70</td>
<td>$241,853.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>Cumulative Total</th>
</tr>
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<td><strong>Net Income (Deficit)</strong></td>
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<td>$0.00</td>
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</table>

### a. Personnel Costs

**Faculty and Staff Expenditures**

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

---

*March 16, 2012*  
*Page 16*  
*IRSA*  
*TAB 2 Page 20*
<table>
<thead>
<tr>
<th>Name, Position &amp; Rank</th>
<th>FY2016 Annual Salary Rate</th>
<th>FY2016 FTE Assignment to this Program</th>
<th>Projected Student Credit Hours</th>
<th>FY2016 FTE Students (calculated at 1FTE = 24 SCH)</th>
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<tr>
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<tr>
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<th>FY2017 FTE Assignment to this Program</th>
<th>Projected Student Credit Hours</th>
<th>FY2017 FTE Students (calculated at 1FTE = 24 SCH)</th>
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<tr>
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<table>
<thead>
<tr>
<th>Name, Position &amp; Rank</th>
<th>FY2018 Annual Salary Rate</th>
<th>FY2018 FTE Assignment to this Program</th>
<th>Projected Student Credit Hours</th>
<th>FY2018 FTE Students (calculated at 1FTE = 24 SCH)</th>
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<td>50,000</td>
<td>.10</td>
<td>45.5</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

**Administrative Expenditures**

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.
For FY15, 16, 17:

<table>
<thead>
<tr>
<th>Name, Position &amp; Rank</th>
<th>Annual Salary Rate</th>
<th>FTE Assignment to this Program</th>
<th>Value of FTE Effort to this Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Program Director, Dr. Lori Hausegger</td>
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<td>.1</td>
<td>5,818</td>
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</table>

**Operating Expenditures**

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Operating expenses totaling approximately $3,000 per year will be used for advertising, travel, and miscellaneous.

**b. Capital Outlay**

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The recent expansion of library resources and access to the ICPSR database meets most of our MA programs needs. We will continue to work to ensure access to necessary journals and databases.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

We will be able to implement the MA program with the addition of one full-time lecturer.

For off-campus programs, clearly indicate how the library resources are to be provided.

Not Applicable

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

None

**d. Revenue Sources**

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?
The reallocation of funds necessary to hire the full-time lecturer and for operating expenses will primarily come from salary savings. Beginning year two, 0.2 FTE of tenured faculty time will be reallocated to the program.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when funding ends?

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

(5) Provide estimated fees for any proposed professional or self-support program.
### Appendix A

**DRAFT CURRICULUM PROPOSAL: MASTER IN POLITICAL SCIENCE**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Credits</th>
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<tr>
<td>POLS 508—Quantitative Research Methodology</td>
<td>3</td>
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<tr>
<td><strong>Two OF THE FOLLOWING:</strong></td>
<td></td>
</tr>
<tr>
<td>POLS 500—American Government and Politics</td>
<td>6</td>
</tr>
<tr>
<td>POLS 505—Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>POLS 506—World Politics</td>
<td></td>
</tr>
</tbody>
</table>

*Students must complete at least two of the following course before they can begin electives: POLS 500, POLS 505, POLS 506 and POLS 507.*

*Select five courses from the following electives—15 credit hours* | 15 |

#### American Politics
- POLS 512 Political Parties, Campaigns and Elections
- POLS 513 American Presidency
- POLS 514 Congress
- POLS 516 Institutions and Citizenship and Contemporary Thought
- POLS 518 Judicial Decision Making
- POLS 520 Contemporary Issues in American Politics

#### Comparative Politics/International Relations
- POLS 523 Foreign Policy Analysis
- POLS 525 Civil War and Terrorism
- POLS 526 Democratization
- POLS 528 Advanced International Political Economy
- POLS 530 State Institutions and Civil Society
- POLS 531 Contemporary Issues in World Politics

Electives from other Departments:
- PUBADM 501 Public Policy Process
- PUBADM 506 Qualitative Analysis and Methodology
- PUBADM 507 Intermediate Quantitative Analysis and Methodology
- PUBADM 508 Advanced Survey Research
- PUBADM 512 Information Technology and Public Policy
- PUBADM 513 Economics of Public Policy
- PUBADM 540 Contemporary Issues in Natural Resource and Environmental Policy and Administration
- PUBADM 542 Science, Democracy and the Environment
- PUBADM 560 State and Local Government Policy and Administration

**THESIS:** Students selecting the thesis will register for 6 credits of POLS 599 Thesis and will complete a thesis under the supervision of either their graduate advising committee or a committee developed specifically for the thesis. | 6 |

**Total Credit Hours** | 30 |
APPENDIX B
RESULTS OF A NEEDS ASSESSMENT SURVEY
FOR A MASTERS DEGREE IN POLITICAL SCIENCE
The survey was administered to upper division Political Science students
during the Fall Semester of 2010.
Note: percentages may not add to 100 due to both omitted answers and rounding.

Selected questions only:

1. Are you considering attending graduate school after you have earned your bachelor's degree?
   a. Yes, I am considering attending a Master’s program – 42 (36%)
   b. Yes, I am considering attending a Ph.D. program – 8 (7%)
   c. Yes, I am considering attending Law School – 47 (41%)
   d. No, I am not considering attending graduate school – 16 (14%)

2. If you are not considering graduate school, what are your plans after you complete your undergraduate work?
   a. Work in government related area at the state level – 6 (5%)
   b. Work in government related area at the federal level – 20 (17%)
   c. Work in private business – 8 (7%)
   d. Teach at high school level – 5 (4%)
   e. Other – 8 (7%)

3. Are you considering the Master’s in Public Administration offered by Boise State University?
   a. Yes – 17 (15%)
   b. No – 95 (82%)

4. The Department of Political Science is proposing a Master’s degree in Political Science. Would you consider applying to this proposed program?
   a. Yes, I would consider applying to it. – 78 (67%)
   b. No, I would not consider applying to it. – 32 (28%)

If you answered "a." for question 4, then please answer the following questions and hand this sheet and the Scantron sheet back in. If you answered "b." for question 4, then please hand this sheet and the Scantron back in and do not answer any further question.

5. If you are interested in a graduate program what area of study most closely matches the focus you would like to pursue in a Master’s program?
   a. International relations – 33 (28%)
   b. Comparative politics – 5 (4%)
   c. Political theory – 9 (8%)
   d. American politics – 34 (29%)

6. What is your second area of interest?
   a. International relations – 14 (12%)
   b. Comparative politics – 25 (22%)
   c. Political theory – 17 (15%)
   d. American politics – 21 (18%)
e. I only have one area of interest – 3 (3%)

7. If you answered American Politics for either questions 9 or 10 which of the following areas most closely matches your interests?
   a. State and local politics – 11 (9%)
   b. Public policy – 16 (14%)
   c. Congress – 12 (10%)
   d. Courts – 20 (17%)
   e. Presidency – 3 (3%)

8. Which of the following factors would you consider to be the most important factor in your decision to apply to the Boise State University graduate program in Political Science?
   a. Cost of the program – 23 (20%)
   b. Convenience of location – 4 (3%)
   c. Quality of the faculty – 14 (12%)
   d. Desire to conduct research – 5 (4%)
   e. Areas of study offered – 31 (27%)
   f. Availability of funding as a GA or TA – 4 (3%)

9. Which of the following factors would you consider to be the least important factor in your decision to apply to the Boise State University graduate program in Political Science?
   a. Cost of the program – 8 (7%)
   b. Convenience of location – 29 (26%)
   c. Quality of the faculty – 3 (3%)
   d. Desire to conduct research – 20 (18%)
   e. Areas of study offered – 3 (3%)
   f. Availability of funding as a GA or TA – 17 (15%)

10. What would be your goal in pursuing a Master’s degree?
    a. A step towards earning a PhD – 20 (17%)
    b. An advanced degree to help with the job market – 35 (30%)
    c. An interest in studying political science further – 20 (17%)
    d. Other reason(s) – 5 (4%)

11. What would be your ideal course schedule in a Master’s program?
    a. Classes offered during the morning – 24 (21%)
    b. Classes offered in the afternoon – 17 (15%)
    c. Classes offered from 4PM – 7PM – 18 (16%)
    d. Classes offered after 6PM – 17 (15%)
BOISE STATE UNIVERSITY

SUBJECT
Approval of a new STEM Institute

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION
Boise State University (BSU) proposes to create a new STEM Institute to facilitate education and research in Science, Technology, Engineering, and Mathematics (STEM) disciplines. The STEM Institute will have four sub-units to cover the spectrum of STEM initiatives: K-12 Education Pipeline, Higher Education, Industry Partnerships and Research, and Assessment Center.

The objectives of the proposed institute are:
- Create opportunities to develop, support, and implement STEM education and research initiatives in Idaho, the region and nationally.
- Collaborate and coordinate among STEM programs and projects at Boise State University to increase efficiency, capacity and effectiveness.
- Advocate, coordinate, and support new and existing programs and services that enhance student success in STEM fields.
- Build model collaborative and integrated programs with industry and support existing programs that promote economic development through workforce development as well as applied research support.
- Seek to provide innovative approaches to solving educational needs related to STEM that are transformational and beyond traditional programs.

The proposed institute will be located on BSU’s Boise campus, and will build on the success of the existing STEM Station, serving as a central coordinating and support structure for activities having to do with STEM Education. BSU is very active in K-20 STEM education, with more than 25 STEM initiatives in the past five years that have attracted more than $12M in external funding. Three examples of existing STEM initiatives include:

- IDoTeach, an innovative collaboration among the Colleges of Arts and Sciences, Engineering and Education to prepare secondary mathematics and science teachers, and is the first replication site in the region of the highly effective University of Texas UTeach program.
- Pacific Northwest Louis Stokes Alliance for Minority Participation (LSAMP) supports bachelor’s degree attainment among students from underrepresented minority students in STEM. In its first four years (2009-2013) of participation in LSAMP, Boise State has achieved a 72%
increase in enrollment and 153% increase in degree attainment of underrepresented minority students.

- **WIDER PERSIST** (Promoting Education Reform through Strategic Investments in Systemic Transformation), a $2M award in September 2013 from the National Science Foundation grant to increase evidence-based best teaching and learning practices in foundational STEM courses.

The University of Idaho (UI), Idaho State University (ISU), and Lewis-Clark State College (LCSC) also are also active in STEM Education initiatives. Examples are the UI’s NSF-funded Strategies Project-Back to the Earth engages 4-6th graders and their teachers in STEM learning on Indian reservations, ISU’s S-STEM Scholarships in Chemistry open doors to financially needy students who might otherwise not have resources to complete a college degree, and LCSC hosts STEM institutes for teachers and has K-12 STEM camps.

**IMPACT**

BSU will use approximately $115,000 yearly ongoing reallocated funding for the position of Executive Director and one-half of Operating Expense. The remaining Operating Expense and five additional positions will be funded by grants, at an estimated approximately $275,000 to $335,000 annually.

**ATTACHMENTS**

Attachment 1 – STEM Institute proposal

**STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University (BSU) proposes to create a new STEM Institute, which will support STEM education and research. ISU and UI also offer a number of initiatives that support STEM education and research. In many cases, those initiatives represent substantial collaborative efforts among BSU, UI, and ISU. The attached proposal contains a listing of STEM initiatives at the three Idaho universities.

The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on July 17, 2014. CAAP supported the proposed institute and recommended forwarding to the Instruction, Research, and Student Affairs (IRSA) committee on July 31, 2014. Staff notes that the fiscal impact for the proposed institute surpasses the threshold for Executive Director approval and is being forwarded to the Board for its consideration consistent with Board Policy III.G.

Staff believes that the proposed STEM Institute will help facilitate education and research in much needed STEM fields, and its creation is therefore justified. Board staff, CAAP, and IRSA recommend approval as presented.
BOARD ACTION

I move to approve the request by Boise State University to create a new STEM Institute.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
Idaho State Board of Education
Proposal for Other Academic Program Activity and Professional-Technical Education

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>June 5, 2014</th>
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<tr>
<td>Institution Submitting Proposal:</td>
<td>Boise State University</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>Division of Academic Affairs and Division of Research &amp; Economic Development</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>All areas associated with STEM Education and Research</td>
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**Program Identification for Proposed New, Modified, or Discontinued Program:**

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<th>Title:</th>
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<tr>
<td>Degree:</td>
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<td>Method of Delivery:</td>
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<tr>
<td>CIP code (consult IR /Registrar):</td>
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<tr>
<td>Proposed Starting Date:</td>
<td>Fall 2014</td>
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<tr>
<td>Indicate if the program is:</td>
<td>N/A [X Regional Responsibility] Statewide Responsibility</td>
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</table>

**Indicate whether this request is either of the following:**

- [X] New Program (minor/option/emphasis or certificate)
- [ ] Discontinuance of an Existing Program/Option
- [ ] New Off-Campus Instructional Program
- [ ] Consolidation of an Existing Program
- [ ] New Instructional/Research Unit
- [ ] Expansion of an Existing Program
- [X] Contract Program/Collaborative
- [X] Other: Create new Institute

College Dean (Institution) | 5-28-14 |
---|---
Graduate Dean (as applicable) | 6-2-14 |
Chief Fiscal Officer (Institution) | 6-2-14 |
Chief Academic Officer (Institution) | 6-5-14 |
President | |
Vice President for Research (as applicable) | 6/2/14 |
State Administrator, SDPTE (as applicable) | 7/17/14 |
Academic Affairs Program Manager | |
Chief Academic Officer, OSBE | 7/15/14 |
SBOE/OSBE Approval | |

**October 18, 2012**
**Page 1**
**IRSA**
**TAB 3 Page 3**
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. **If this is request to discontinue an existing program, provide the rationale for the discontinuance.** Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.

Boise State University proposes the creation of a new institute: The STEM Institute. The STEM (Science, Technology, Engineering, and Mathematics) Institute builds on the success of the existing STEM Station and a wide range of STEM initiatives and STEM education research programs at Boise State University. The STEM Institute will serve as a central coordinating and support structure for activities having to do with STEM Education.

The vision of the Boise State STEM Institute is to 1) increase the quality, quantity and diversity of students graduating in STEM fields, 2) actively contribute to the knowledge base of STEM education theories, practices and impacts, and 3) collaborate with industry partners for economic development. This vision recognizes and supports the global, national and regional relevance and need for quality STEM professionals who are positioned to create and influence future innovations and technologies that benefit society.

The vision will be achieved through the following: 1) collaborative research and quality educational programs in STEM effective educational practices and teacher preparation programs, 2) outreach and partnerships with K-12, informal STEM education centers, industry, and government, and higher education institutions, and 3) industry partnerships.

The STEM Institute will have four sub-units to cover the spectrum of STEM initiatives: K-12 Education Pipeline, Higher Education, Industry Partnerships and Research, and Assessment Center.

Boise State has established itself as a leader in K-20 STEM education, with more than 25 STEM initiatives in the past five years that have attracted more than $12 M in external funding. Existing STEM initiatives that demonstrate Boise State's STEM education leadership include:

- **iDoTeach**, an innovative collaboration among the College of Arts and Sciences, College of Engineering and College of Education to prepare secondary mathematics and science teachers. iDoTeach is the first replication site in the Pacific Northwest and the Rocky Mountain region of the highly effective University of Texas UTeach program.

- Pacific Northwest Louis Stokes Alliance for Minority Participation (LSAMP) supports bachelor's degree attainment among students from underrepresented minority students in STEM. In its first four years (2009-2013) of participation in LSAMP, Boise State has achieved a 72% increase in enrollment and 153% increase in degree attainment of underrepresented minority students. Strong connections to community colleges are a priority of this initiative.

- **WIDER PERSIST** (Promoting Education Reform through Strategic Investments in Systemic Transformation), a $2M award in September 2013 from the National Science Foundation grant to increase evidence-based best teaching and learning practices in
foundational science, technology, engineering and math (STEM) courses. Applying an intentional change process is a unique element of this project and puts Boise State in the national spotlight for education reform.

- More than 20 additional major initiatives and research projects are in place that affect K-12 STEM education, higher education initiatives and community partnerships.

Creating a STEM Institute will leverage these extensive programs and enable Boise State to attain further grants and pursue additional initiatives address the demand for quality STEM graduates. The following figure illustrates the growth in STEM educational initiatives funded by NSF at Boise State University during the period between August 2009 and March 2014. A number of other initiatives involve partnerships with NASA, U.S. Department of Education, Idaho Department of Education, National Institutes of Health, and others.

![Growth in Active NSF STEM Education Research & Initiatives](image)

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

- Create opportunities to develop, support, and implement STEM education and research initiatives in Idaho, the region and nationally
- Collaborate and coordinate among STEM programs and projects at Boise State to increase efficiency, capacity and effectiveness
- Advocate, coordinate, and support new and existing programs and services that enhance student success in STEM fields.

*October 18, 2012*

*Page 3*
• Build model collaborative and integrated programs with industry and support existing programs that promote economic development through workforce development as well as applied research support
• Seek to provide innovative approaches to solving educational needs related to STEM that are transformational and beyond traditional programs

The STEM Institute will consolidate and expand already-existing STEM educational work at Boise State University. The following figures illustrate some of the successes achieved by Boise State in the realm of STEM education.

The following two figures illustrate (i) the dramatic growth in overall STEM enrollment at Boise State over the last five years and (ii) the even more dramatic growth in STEM enrollment of underrepresented minorities over the last three years.

<table>
<thead>
<tr>
<th>Five-Year STEM Growth</th>
<th>Three-Year STEM Underrepresented Minorities Undergrad Growth 2010-2013</th>
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</thead>
<tbody>
<tr>
<td>2008-2013</td>
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<tr>
<td>2493</td>
<td>258</td>
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<td>3926</td>
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<td>57%</td>
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<td>351</td>
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<td>153%</td>
</tr>
<tr>
<td>URM Enrollment</td>
<td>URM Degrees</td>
</tr>
</tbody>
</table>

3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. This question is not applicable to requests for discontinuance.

The STEM Institute will be reviewed regularly by the Boise State Centers and Institutes Committee utilizing the Division of Research and Economic Development protocol for institutes and centers, Boise State Policy #5000.

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.

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5. Please provide the program completion requirements and attach to this proposal as Appendix A. This question is not applicable to requests for discontinuance.

| Credit hours required in major: |
| Credit hours required in minor: |
| Credit hours in institutional general education or core curriculum: |
| Credit hours in required electives: |
| **Total credit hours required for completion:** |

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Idaho institutions of higher education have been intentional about creating STEM programs that serve K-lifelong learning needs regionally and beyond. There are dozens of excellent outreach and education programs with a specific scientific or audience focus. For example University of Idaho’s NSF-funded Strategies Project-Back to the Earth engages 4-6th graders and their teachers in STEM learning on Indian reservations. Boise State’s e-Camps provide opportunities for middle school and high school students from underrepresented backgrounds to explore STEM. And Idaho State University’s Energy Systems in Technology Education Center provides extensive resources for K-12 teachers and students, with an energy workforce focus.

Current STEM projects and programs that have a broader focus with involvement from Idaho universities include the following:

<table>
<thead>
<tr>
<th><strong>Integrative or Comprehensive STEM Program</strong></th>
<th><strong>Specific Focus</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-12/Community</strong></td>
<td></td>
</tr>
<tr>
<td>Idaho STEM Pipeline, funded by the NSF Idaho EPSCoR, a web clearinghouse on K-12, higher education and community outreach programs in Idaho, hosted at University of Idaho</td>
<td>Clearinghouse for community connections to STEM programs, including many at Idaho universities</td>
</tr>
<tr>
<td>Idaho Science and Aerospace Scholars teaches a broad range of science, technology, engineering, and mathematics (STEM) skills aligned with Idaho Content Standards</td>
<td>High school juniors in Idaho with focus on STEM and space exploration</td>
</tr>
<tr>
<td>iSTEM, a coordinated statewide effort by the State Department of Education, Idaho educators, businesses and industry to support K-12 STEM with a focus on teacher professional development</td>
<td>K-12 STEM teachers</td>
</tr>
<tr>
<td>TRiO pre-college preparation programs focused on</td>
<td>Lower income, first generation</td>
</tr>
<tr>
<td>STEM such as Idaho State University’s TRiO STEM Day and disabled pre-college students</td>
<td>University of Idaho Micron STEM Education Research Initiative, a statewide project to discover factors affecting STEM learning in Idaho, with a focus on ties to global competitiveness</td>
</tr>
<tr>
<td>NASA Idaho Space Grant Consortium provides a range of informal and formal education programs and research throughout Idaho; all Idaho higher education institutions participate</td>
<td>K-lifelong STEM education with aeronautical and aerospace foci</td>
</tr>
</tbody>
</table>

**Higher Education**

| University of Idaho STEM Initiative features the Micron STEM Education Research Initiative as a signature project and has developed a strategic plan to bring together UI STEM programs and projects; includes a Director of STEM Education | UI strategic planning for STEM |
| Native American focused programs include NSF Alliance for Graduate Education with the Professoriate (University of Idaho), SNAAP: Strengthening Native American Access to the Professoriate (Idaho State University), and Indigenous Program for STEM Research and a Regional Native Network of Graduate Education (UI Idaho) | Native American Ph.D. or grad students in STEM |
| Complete College America Guided Pathways to Success in STEM Careers is a technical assistance grant in partnership with the Idaho State Board of Education, Idaho’s three universities and College of Southern Idaho | Develop and achieve STEM degree completion goals |
| Student research experiences are funded through a variety of programs, often in an integrative manner, for all three universities, via a variety of programs such as NSF Research Experiences for Undergraduates, NSF EPSCoR, and National Institutes of Health INBRE program | Student research experiences in STEM at Idaho institutions |
| NSF Graduate Fellows in K-12 STEM Education has been implemented at all three Idaho universities to partner STEM graduate students with formal and informal K-12 education programs and schools | STEM grad students connecting with K-12 formal and informal STEM education |
| NSF Scholarships for STEM students have been provided for specific majors of undergraduates at all three Idaho Universities through the S-STEM program or the CyberCorps Scholarships for Service Program | Undergraduate students in selected STEM majors |
| STEM Station at Boise State University integrates and extends the work of about 25 STEM initiatives/programs and research projects on everything from higher education teaching practice to K-12 teacher preparation to community outreach | K-12 to lifelong learning with primary focus on higher education research on teaching and learning and STEM student success |

* This list is intended to represent the breadth of integrative STEM initiatives with

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involvement by Idaho universities. As Idaho institutions are adding new programs all the time, the above list is not intended to be exhaustive.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

N/A

8. Enrollment and Graduates. Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

N/A

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

N/A

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
</tbody>
</table>

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9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.
   
The STEM Institute will support degree attainment, graduate school matriculation and retention among STEM majors at Boise State University, and therefore will have positive impact on enrollments in STEM programs.

10. **Provide verification of state workforce needs such as job titles requiring this degree.**
    Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

    Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

    STEM degrees are in high demand in Idaho and are listed as “hot jobs” by the Idaho Department of Labor.

### Idaho Department of Labor report (at 4-digit SOC-code level)

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupational Title</th>
<th>2010 Employment</th>
<th>2020 Employment</th>
<th>Net Change</th>
<th>Percent Change</th>
<th>Annualized Growth</th>
<th>Annual Replacement</th>
<th>Annual Openings**</th>
</tr>
</thead>
<tbody>
<tr>
<td>'15-1000</td>
<td>Computer Specialists</td>
<td>13,369</td>
<td>16,286</td>
<td>2,917</td>
<td>21.82%</td>
<td>292</td>
<td>1.99%</td>
<td>252</td>
</tr>
<tr>
<td>'19-1000</td>
<td>Life Scientists</td>
<td>2,205</td>
<td>2,370</td>
<td>165</td>
<td>7.48%</td>
<td>17</td>
<td>0.72%</td>
<td>45</td>
</tr>
<tr>
<td>'29-1000</td>
<td>Health Diagnosing and Treating Practitioners</td>
<td>21,307</td>
<td>28,572</td>
<td>7,265</td>
<td>34.10%</td>
<td>727</td>
<td>2.98%</td>
<td>418</td>
</tr>
<tr>
<td>'15-2000</td>
<td>Mathematical Scientists</td>
<td>423</td>
<td>508</td>
<td>85</td>
<td>20.09%</td>
<td>9</td>
<td>1.85%</td>
<td>16</td>
</tr>
<tr>
<td>'17-2000</td>
<td>Engineers</td>
<td>8,380</td>
<td>9,985</td>
<td>1,605</td>
<td>19.15%</td>
<td>161</td>
<td>1.77%</td>
<td>202</td>
</tr>
<tr>
<td>'19-2000</td>
<td>Physical Scientists</td>
<td>1,525</td>
<td>1,707</td>
<td>182</td>
<td>11.93%</td>
<td>18</td>
<td>1.13%</td>
<td>45</td>
</tr>
<tr>
<td>'19-4000</td>
<td>Life, Physical, and Social Science Technicians</td>
<td>4,579</td>
<td>4,742</td>
<td>163</td>
<td>3.56%</td>
<td>16</td>
<td>0.35%</td>
<td>176</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>51,788</td>
<td>64,170</td>
<td>12,382</td>
<td>1,240</td>
<td></td>
<td></td>
<td>1,154</td>
</tr>
</tbody>
</table>

### 2010 National Employment Matrix title and code

<table>
<thead>
<tr>
<th>Numbers in Thousands</th>
<th>Employment Number</th>
<th>Change, 2010-20</th>
<th>Job openings due to growth and replacements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2020</td>
<td>Number</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Computer Occupations</th>
<th>15-1100</th>
<th>3,425.0</th>
<th>4,184.7</th>
<th>758.8</th>
<th>22.1</th>
<th>1,366.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Science Occupations</td>
<td>15-2000</td>
<td>116.8</td>
<td>136.3</td>
<td>19.5</td>
<td>16.7</td>
<td>71.6</td>
</tr>
<tr>
<td>Engineers</td>
<td>17-2000</td>
<td>1,519.0</td>
<td>1,679.4</td>
<td>150.4</td>
<td>10.6</td>
<td>526.0</td>
</tr>
<tr>
<td>Life Scientists</td>
<td>19-1000</td>
<td>285.9</td>
<td>344.3</td>
<td>58.3</td>
<td>20.4</td>
<td>106.2</td>
</tr>
<tr>
<td>Physical Scientists</td>
<td>19-2000</td>
<td>282.0</td>
<td>317.7</td>
<td>35.7</td>
<td>12.7</td>
<td>121.9</td>
</tr>
<tr>
<td>Life, Physical, and Social Science Technicians</td>
<td>19-4000</td>
<td>354.8</td>
<td>395.0</td>
<td>40.3</td>
<td>11.4</td>
<td>163.0</td>
</tr>
<tr>
<td>Health Diagnosing and Treating Practitioners</td>
<td>29-1000</td>
<td>4,852.3</td>
<td>6,128.4</td>
<td>1,276.0</td>
<td>26.3</td>
<td>2,218.7</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>12,846.8</td>
<td>15,205.8</td>
<td>2,349.0</td>
<td>2,218.7</td>
<td></td>
</tr>
</tbody>
</table>

The information from the above tables is distilled into the following table:

<table>
<thead>
<tr>
<th>Region</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1/2 of state)</td>
<td>1,198</td>
<td>1,198</td>
<td>1,198</td>
<td>3,594</td>
</tr>
<tr>
<td>State</td>
<td>2,395</td>
<td>2,395</td>
<td>2,395</td>
<td>7,185</td>
</tr>
<tr>
<td>Nation</td>
<td>4,573,600</td>
<td>4,573,600</td>
<td>4,573,600</td>
<td>13,720,800</td>
</tr>
</tbody>
</table>

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

We used Idaho Department of Labor reports and US Department of Labor reports.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

The STEM Institute will help to increase the number and level of preparation in STEM graduates. The institute will support STEM related industry through partnerships in applied research.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. This question is not applicable to requests for discontinuance.

N/A

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. This question is not applicable to requests for discontinuance.

GOAL 1: A WELL EDUCATED CITIZENRY The educational system will provide opportunities for individual advancement.

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Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system.

→ The STEM Institute will increase participation in and success in STEM educational programs

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

→ The STEM Institute will coordinate support for high schools to encourage and prepare students in STEM fields, foster evidence-based pedagogy by STEM teachers, and cultivate applied experiences for college students throughout their academic degree.

GOAL 2: CRITICAL THINKING AND INNOVATION The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

→ The STEM Institute will, through industry partnerships and engaged faculty, will cultivate applied experiences. Experiences may include research, service to information science centers, and outreach to youth.

GOAL 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.

Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

→ The STEM Institute will provide consultation infrastructure to support research, coordination to implement program elements of grants, and serve as a clearinghouse for resources and expertise.

13. Describe how this request fits with the institution’s vision and/or strategic plan. This question is not applicable to requests for discontinuance.

Relevance of the STEM Institute to the University’s Mission Statement is indicated by Bolding. Boise State University is a public, metropolitan research university an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit student the community, the state and the nation. As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region’s economic vitality and cultural enrichment.

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Plan</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan Goal 1: &quot;Create a signature, high-quality educational experience for all students.&quot; And specific plan strategy: “Develop the Foundational Studies Program</td>
<td>STEM Institute will research and disseminate evidence-based pedagogy that will inform teaching practices, thus increase the quality of education. In addition, the</td>
</tr>
</tbody>
</table>

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into a memorable centerpiece of the undergraduate experience."

institute will cultivate applied research and industry based experiences to compliment degree coursework. The Foundational Studies Program includes a capstone course for each major that integrate the industry partnerships.

<table>
<thead>
<tr>
<th>Strategic Plan Goal 2: “Facilitate the time attainment of educational goals of our diverse student population.” And specific plan strategy: “Connect students with university services that address their individual needs.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Institute’s education research shall include effective success strategies to cultivate, support and maintain student interest in STEM fields throughout K – 20. Industry partnerships will provide the relevance and support access for diverse students to enter STEM fields.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Plan Goal 3: “Gain distinction as a doctoral research university.” And specific strategy: “Build infrastructure to keep pace with growing research and creative activity.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Institute will provide consultation on STEM education research that will support grant and research productivity that is emblematic of a doctoral research institution. The activities associated with STEM student success will translate into increased number of students eligible and interested in pursuing graduate work in STEM.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Plan Goal 4: “Align university programs and activities with community needs.” And specific plan strategy: “Increase student recruitment, retention and graduation in STEM disciplines.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Institute will research and disseminate evidence-based strategies that increase quality STEM graduates, advocate, support and coordinate programs associated with increased STEM student retention and graduation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Plan Goal 5: “Transform our operations to serve the contemporary mission of the university.” And specific strategy: “Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Institute will research and disseminate STEM education research.</td>
</tr>
</tbody>
</table>

14. Is the proposed program in your institution’s Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes _____  No _____

If not on your institution’s Five-Year plan, provide a justification for adding the program.

N/A. Centers and institutes do not appear on the five year plan.

15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For request to discontinue program, how will continuing students be advised of impending*

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changes and consulted about options or alternatives for attaining their educational goals?

N/A

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).
### A. Revenue

<table>
<thead>
<tr>
<th></th>
<th>FY 15</th>
<th>FY 16</th>
<th>FY 17</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. Appropriated (Reallocation)</td>
<td>$110,200</td>
<td>$112,846</td>
<td>$116,571</td>
<td>$338,617</td>
</tr>
<tr>
<td>2. Appropriated (New)</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Federal</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Tuition</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student Fees</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other (Specify) Grants</td>
<td>$0</td>
<td>$275,302</td>
<td>$0</td>
<td>$327,452</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$110,200</td>
<td>$275,302</td>
<td>$112,846</td>
<td>$327,452</td>
</tr>
</tbody>
</table>

### B. Expenditures

<table>
<thead>
<tr>
<th></th>
<th>FY 15</th>
<th>FY 16</th>
<th>FY 17</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. Personnel</td>
<td>$95,200</td>
<td>$260,302</td>
<td>$97,846</td>
<td>$312,452</td>
</tr>
<tr>
<td>2. Operating</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>3. Equipment</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Other (Specify)</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$110,200</td>
<td>$275,302</td>
<td>$112,846</td>
<td>$327,452</td>
</tr>
</tbody>
</table>

**Net Income (Deficit)** | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0

**Ongoing** is defined as ongoing operating budget for the program which will become part of the base.

**One-time** is defined as one-time funding in a fiscal year and not part of the base.

**Budget Notes:**
- A.1 and B.1. Reallocated funding within the university will fund the position of the executive director.
- A.6 and B.1. Grant funding will fund the additional positions: Management Assistant, Project Director, Diversity Coordinator, ISAMP Outreach & CWI Liaison, and Faculty Associate Assessment Director.
- A.6. and B.2. Operating Expenses will be funded half by grants and half by appropriated.
LEWIS-CLARK STATE COLLEGE

SUBJECT
Lewis-Clark State College Faculty Constitution

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.C.2.

BACKGROUND/DISCUSSION
Board Policy III.C.2 states that faculty at each institution will establish written bylaws, a constitution, and necessary procedures, which are subject to approval by the Chief Executive Officer and the Board.

The Constitution of the Faculty is set out in the policy and procedures manual of Lewis-Clark State College (LCSC). The proposed revisions address the apportionment of the Faculty Senate, standing committee structure of the Faculty Senate, quorum for meetings of the Faculty, and update of titles to reflect the current organizational structure of LCSC. The proposed number of faculty senators is fixed for each instructional division, replacing apportionment based on size of instructional division. The proposed number of standing committees is reduced by three to six. The responsibilities of the committees have been redistributed to reduce duplication of effort and even out workload. The proposed quorum for meetings of the Faculty is reduced from one third to one fifth of its membership.

The proposed amendments were reviewed and approved by President Fernandez on July 8, 2014.

IMPACT
Approval of the amendments will allow LCSC to implement committee structure changes.

ATTACHMENTS
Attachment 1 – Proposed LCSC Policy 1.104 (Faculty Constitution) Page 3

STAFF COMMENTS AND RECOMMENDATIONS
The proposed changes to the Faculty Constitution restructure many of the Standing Committees. This includes the discontinuance of the Administrative Procedures Committee, the Faculty Development Committee, and the Technology Advisory Committee. Additionally, under the proposed changes, the two student appointees will become ex-officio members.

The Constitution was last reviewed and approved by LCSC in March 2009. This is the first time it is being presented to the Board.
Staff recommends approval.

**BOARD ACTION**

I move to approve the proposed changes to the Lewis-Clark State College Faculty constitution as set forth in the materials submitted to the Board as attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
SECTION I. GENERAL

SUBJECT: CONSTITUTION OF THE FACULTY OF LEWIS-CLARK STATE COLLEGE

Background: Used by faculty to discharge responsibility for internal government.

Point of Contact: The President, the Provost, and the Faculty Senate are responsible for monitoring this policy.

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: Faculty Association, Chair of the Faculty Senate, Administrative Procedures Committee

Date of approval by LCSC authority: March, 2009

Date of State Board Approval:

Date of Most Recent Review: March, 2009

Summary of Major Changes incorporated in this revision to the policy: Committee structure, Faculty Senate Apportionment, division structure, and clarification of parliamentary procedures.

PREAMBLE

We, the Faculty of Lewis-Clark State College, in order to discharge our responsibilities for internal government entrusted to us by the Idaho State Board of Education (hereafter referred to as Idaho SBOE), do hereby adopt and declare this constitution to be the basic document under which we shall discharge those responsibilities, consonant with the established policies of the Idaho SBOE. Any provision of this constitution that falls below the minimum standards set by the Idaho SBOE policy is inapplicable.

ARTICLE I—GENERAL PROVISIONS

Section 1. Idaho State Board of Education. The Idaho SBOE is vested by Article IX of the Constitution of the State of Idaho with all powers necessary or convenient to govern the College in all its aspects. The Idaho SBOE is the final authority for actions of the Faculty. Policy actions taken by the Faculty are subject to the final approval of the Idaho SBOE.

Section 2. President of the College. The President shall be president of the Faculty, or of the several faculties, within her or his institution and the chief executive of the instructional force in all of the institution's departments or divisions. She or he shall have authority, subject to Idaho SBOE policies, to give general direction to the instruction, research, and services of the institution. She or he shall make all recommendations concerning employment of faculties and other personnel of the institution. She or he shall be responsible to the Idaho SBOE for the administration and enforcement of all rules and regulations of the institution promulgated within the policies adopted by the Idaho SBOE:
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A. The President, with the advice of the Faculty, shall determine from time to time the internal and functional organization of the institution. She or he, or her or his designee, shall be an ex officio member of all committees, councils, and boards necessary to the operation of the institutional program and the immediate government of the institution.

B. The President, with the advice of the Faculty, shall have the right to veto any action, resolution, or recommendation of the Faculty, provided, however, that any issue so vetoed upon a two-thirds (2/3) vote of the Faculty present and voting at a regular meeting of the Faculty Association must be referred to the Idaho SBOE for consideration.

C. The President shall have all the rights, prerogatives, and responsibilities, which normally accrue to the position. She or he shall be responsible to the Idaho SBOE.

D. The chief executive shall select her or his own staff, subject to the required approval of the Idaho SBOE for all appointments.

Section 3. The Faculty of the College. The Faculty of the College consists of full-time lecturers, instructors, assistant professors, associate professors, professors, exempt and instructional personnel teaching at least six (6) credits or twelve (12) contact hours per week for three (3) or more of the previous six (6) semesters, the President, Provost, Vice Presidents, Deans, instructional Division Heads, and Registrar.

Section 4. Associate Faculty Members. Faculty members with emeritus status, exempt instructional personnel teaching at least one (1) credit per year but not listed as Faculty in Section 3, and such other administrative officers as the President may designate in writing are Associate Faculty members.

Section 5. The Faculty Association. The Faculty Association of Lewis-Clark State College is hereby established as the body representing the electoral interest of the Faculty. The Faculty of the College are voting members of the Faculty Association; Associate Faculty members are members of the Faculty Association with voice, but without vote. The Faculty Association, acting in partnership with the President, is responsible for establishing educational policies and participating in institutional government (as defined in Article III of this document). The Faculty Association communicates with the Idaho SBOE through the President, the Provost, and the Chair of the Faculty Association. The responsibilities of the Faculty Association are carried out through the various committees of the Faculty Association, the Faculty Senate, and the assembled Faculty Association.

Section 6. The Faculty Senate. The Faculty Senate is empowered to act for the Faculty in all matters pertaining to the immediate governance and improvement of the College. The Faculty Senate is responsible to and reports to the Faculty Association and through the President to the Idaho SBOE, per LCSC’s organizational structure. It will establish and review policies for promotion and merit, as well as sabbatical and professional leaves; make curriculum decisions; and protect the well-being of the students.

A. Structure. The Faculty Senate shall be constituted as follows:

1. Members of the Senate must be regular members of the Faculty Association.

2. Each Division of the college engaged in instruction shall elect two (2) Senators to the Senate excepting the Library that shall elect one (1) representative in the Senate for
every seven (7) or fraction of seven (7) budget line faculty positions. Each representative Senator for each a Division shall be a faculty member regular member of the Faculty Association with his or her primary appointment in that Division. Divisions are defined as the Library and those instructional units that are chaired by a Division ChairpersonChair. In addition, Student ServicesAffairs shall have one (1) representative Senator. The number of representative faculty positions within a division will be determined by the Faculty Senate Chair in concert with the Provost.

3. Senators are elected by their divisions. Division Chairs are responsible to identify Senate members and disperse this information to the Faculty Chair.

42. Two (2) students are appointed by the President of the Associated Students of Lewis-Clark State College (ASLCSC). They will be ex-officio members with voice but without vote have voting privileges.

53. The President, or the President's designated representative, Registrar, American Association of University Professors (AAUP) representative the Chair of the Curriculum Committee, and Past Faculty ChairpersonChair shall be an ex-officio members (with voice, but without vote) in the Faculty Senate.

B. Officers. Each year by the end of spring semester, the Faculty Association shall elect a ChairpersonChair and a ChairpersonChair-Elect from the Faculty to take office the day following spring graduation. The ChairpersonChair and the ChairpersonChair-Elect are also ChairpersonChair and ChairpersonChair-Elect of the Faculty Senate. Also, each year a Secretary from the Faculty shall be appointed by the ChairpersonChair, subject to confirmation by the Faculty Association.

1. Responsibilities of the ChairpersonChair are to:

a. be the official leader and voice of the Faculty Association;

b. represent the Faculty Association at the Idaho SBOE meetings dealing with higher education;

c. preside at Faculty Association meetings which she or he calls;

d. preside at or appoint the ChairpersonChair-elect to preside at all meetings of the Faculty Senate;

e. be an ex-officio member of all committees with voice, but without vote;

f. appoint the Secretary of the Faculty Association, subject to confirmation by the Faculty Association;

g. call regular meetings of the Faculty Senate during the academic year;

h. ensure a quorum of 50% plus one (1) Faculty Senate members are present prior to conducting official business;

i. perform all other duties pertaining to this office, as they arise;
j. act as a Chair of the Chairperson Chairs for the standing committees of the Senate;

k. chair the Faculty Senate Cabinet and the Budget-Liaison, Planning, and Assessment Committee;

l. be a member of the Idaho Council of Higher Education Faculty.

2. Compensation to the Chairperson:

   a. The Chairperson shall receive a stipend equal to one (1) month’s salary, which is to be paid over the term of the Chairperson’s regular contract payment.

   b. The Chairperson shall receive a 50% release time from normal teaching duties during his or her term.

   (1) Upon the mutual agreement of the Chairperson, Provost, Chairperson’s Division Chair, Chairperson-elect, and Chairperson-elect’s Division Chair, the Chairperson and Chairperson-elect may elect to receive release from normal teaching duties in a combination that will provide for a smooth transition from year to year. For example: Fall Semester, Chairperson 50%; Spring Semester, Chairperson 25% and Chairperson-elect 25%, or some other combination as agreed upon by all of the above parties.

   c. The Provost’s Office shall provide budget support for travel to Idaho SBOE meetings, Idaho Council of Higher Education meetings, and other engagements mandated by the regular responsibilities of the Chairperson.

3. Responsibilities of the Chairperson-Elect are to:

   a. assume the duties and responsibilities of the Chairperson in the absence of the Chairperson;

   b. perform all other duties pertaining to this office, and other such duties as may be assigned by the Chairperson or by the Faculty Association;

   c. chair the Faculty Affairs Committee;

   d. serve on the College Foundation Board Committee;

   e. be a member of the Budget Liaison, Planning, and Assessment Committee;

   f. be a member of the Faculty Senate Cabinet;

4. Responsibilities of the Past Chairperson are to:

   a. chair the Administrative Procedures Committee;

   b. be a member of the Budget, Planning, and Assessment Committee;

   c. be a member of the Faculty Senate cabinet;
d. be an ex-officio member of the Faculty Senate.

5. Responsibilities of the Secretary/Treasurer are to:

a. maintain an accurate record of all meetings of the Faculty Association and the Faculty Senate;

b. send a copy of the Faculty Association meeting and the Faculty Senate meeting minutes to the Provost, Faculty and Archivist;

c. maintain records of and report on Faculty dues payments and expenditures made from those funds.

C. Term of Office.

1. Faculty Senators. Faculty Senators are encouraged to serve for three (3) years.

2. Faculty Chairperson. The Chairperson will serve one (1) year as the Chair, and one (1) year as the immediate Past Chair. In the event of a resignation by the Chairperson, the immediate Past Chairperson will assume the responsibilities of the Chairperson for the remainder of the term.

3. Chairperson-Elect. The Chairperson-Elect will serve one (1) year as Chairperson-Elect and the following year will serve as the Chairperson. In the event of a resignation by the Chairperson-Elect, an Association meeting will be held within a month of the resignation for the purpose of electing a new Chairperson-Elect.

4. With mutual agreement between the Faculty ChairpersonChair and the ChairpersonChair-Elect, and upon election by the Faculty Association, the Faculty ChairpersonChair and ChairpersonChair-Elect may serve an additional one (1) year term.

5. Secretary/Treasurer. The Secretary/Treasurer will serve a term of one (1) year. This term may be repeated.

A. Section 7. Parliamentary Procedure. All official business conducted by the Faculty Association, the Faculty Senate, and all Standing Committees shall follow the current edition of Robert’s Rules of Order.

ARTICLE II—FACULTY ASSOCIATION MEETINGS

Section 1. Meetings. Meetings of the Faculty Association may be called with five (5) school days notice by the President or by the ChairpersonChair of the Faculty Association, or in the absence of the ChairpersonChair, by the ChairpersonChair-Elect of the Faculty Association, or upon the written petition of ten (10) Faculty members. There will be at least four (4) meetings during the college year. The President and the ChairpersonChair, respectively, are expected to call at least two (2) meetings each. The President, (or her or his designee), shall preside at all meetings of the Faculty Association which the President has called, and the ChairpersonChair or ChairpersonChair-Elect shall preside at all meetings they have called.

Section 2. Secretary-Treasurer. The Secretary-Treasurer of the Faculty Association shall be the Secretary-Treasurer of the Faculty Senate subject to confirmation by the Faculty Association.
Section 3. Quorum. A quorum shall consist of not less than one third (1/3) or one fifth (1/5) of the members of the Faculty Association (as defined in Article 1, Section 5.) Proxy votes must be presented in writing to the Secretary of the Faculty. Proxy votes will not count in the calculation of a quorum. By majority vote of the members present, a written poll of the Faculty of the College may replace a voice or written vote. The written poll must be issued within two (2) working days of the request and returned within seven (7) working days of the request.

Section 4. Agenda. An agenda listing all subjects to be voted on by the Faculty Association, other than routine matters, shall be issued to all members of the Faculty at least two (2) days in advance of each meeting of the Faculty Association, except as provided in clause E of this section.

A. Responsibility. The President shall be responsible for and shall issue the agenda when she or he has called the meeting. The Faculty Association Chairperson (or Chairperson-Elect in the absence of the Chairperson) shall be responsible for and issue the agenda when the Chairperson (or Chairperson-Elect) has called the meeting.

B. Agenda Items. Individual members of the College community who wish to suggest items for the agenda shall submit them to the President if the President has called the meeting, or to the Chairperson (or Chairperson-Elect) if the Chairperson (or Chairperson-Elect) has called the meeting. No items may be considered under this clause, unless presented within the proper time limit (see Article II, Section 4 for Agenda and Article II, Section 4, E. Agenda for Emergency Meetings), or unless the presiding officer considers the matter at hand "routine" business.

C. Resolutions Requiring Action. Ten (10) or more members of the College community desiring to submit a resolution which requires action at the next Faculty Association meeting shall submit the signed resolution to the President at least three (3) school days prior to the meeting. Such resolutions shall be published in full and included with the agenda.

D. Proposed Changes of Written Policies or Regulations. Any proposed change in written policy or regulation which requires action at the next Faculty Association meeting must be published in full with the agenda, or final action on the proposal must be delayed until the next Faculty Association meeting.

E. Agenda for Emergency Meetings. If circumstances require an emergency meeting of the total Faculty, the President or the Faculty Association Chairperson shall declare the emergency, and thus call the meeting. In such circumstances, the agenda may be limited to items approved by the President, if the President calls the meeting, or by the Chairperson if the Chairperson calls the meeting, and should be published not less than two (2) school days prior to the emergency meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds (2/3) of the members of the total Faculty in attendance at the emergency meeting. A quorum, as indicated in Article II, Section 3, must be present to conduct any business. None of the rules stipulated in this clause may be suspended or altered.

ARTICLE III—RESPONSIBILITIES OF THE FACULTY

Subject to the authority of the Idaho SBOE and in keeping with the role and mission of the College, the Faculty recognizes and accepts its responsibilities for the immediate governance of the College, including, but not restricted to:
Section 1. Standards for Admission. The Faculty, in concert with the Director of Admissions/Registrar, shall establish minimum standards for admission to the College and its various units.

Section 2. Academic Standards. The Faculty shall establish academic standards to be maintained by all students in the College and its various units.

Section 3. Courses, Curricula, Graduation Requirements, Degrees. The Faculty shall establish and approve courses of instruction, curricula, degrees offered, and graduation requirements.

Section 4. Scholarships, Honors, Awards, Financial Aid. The Faculty shall establish general principles in accordance with which privileges such as scholarships, honors, awards, and financial aids shall be accepted and allocated.

The Faculty may review the standards established for the allocation of such privileges.

Section 5. Conduct of Students. The Faculty is responsible for establishing rules and regulations governing the conduct of students on the campus and at authorized College activities. Rules and regulations established by the committees shall conform to established law and standards of due process, and shall be subject to review by the Faculty Senate and the President, as well as review and final approval by the Idaho SBOE. Students shall have the right of formal appeal from decisions of the College officials and bodies to the Hearing Board, the President, and the Idaho SBOE.

Section 6. Student Participation. The students shall be given representation on Faculty committees and in the Faculty Senate.

Section 7. Selection of Administrative Officers. The Faculty shall assist the Idaho SBOE in the selection of the President and shall assist the President in the selection of other administrative officers of the College.

Section 8. Governance of Divisions. The Faculty shall establish general standards to guarantee the rights of the Faculty to participate in the governance of their respective divisions and in the selection of their respective Division ChairpersonChairs.

Section 9. Faculty Welfare. The Faculty, through the Faculty Senate and other standing Faculty committees, shall select a standing committee to establish criteria for salaries, working conditions, benefits, appointments, promotion, tenure, dismissal, academic freedom, leaves, and related matters, insofar as they are not in conflict with Idaho SBOE policy, and shall, in concert with the Provost, provide for a program of Faculty development.

Section 10. Budget. Members of the Faculty shall participate in budgetary matters at the Divisional and College level. It is expected that the President will seek advice and counsel from the Faculty on budgetary policies, which could significantly affect existing divisions of the College by including two (2) Budget Liaison Committee members in all Budget Committee meetings through the academic year. The Chairperson of the Budget Liaison Committee shall designate the two (2) members who will attend each meeting.

Section 11. Organization of the College. The Faculty shall advise and assist the President and the Idaho SBOE in establishing, reorganizing, or discontinuing administrative and academic units of the College.
Section 12. Committee Structure. The Faculty shall establish and maintain all college-wide standing and special committees, subcommittees, councils, and boards as specified in Article IV, and similar bodies necessary to the internal governance of the College, and provide for the appointment or election of members of such bodies. The section does not apply to ad hoc committees of a fact-finding nature to advise the President or to committees established by the President, or designee, for delegated administrative tasks.

ARTICLE IV—COMMITTEES

Section 1. General Provisions.

A. The word "committees" is a general term describing all committees, sub-committees, councils, boards, and similar bodies.

B. The Faculty Senate appoints all standing committees other than those reserved to the President or designee.

C. The President is responsible for appointing ad hoc committees of a fact-finding nature to advise her or him and to appoint committees made up solely of administrators; the President, or designee, may also appoint committees for delegation of administrative tasks.

D. The establishment, discontinuance, or restructuring of a standing committee requires a constitutional amendment, except for committees required by Idaho SBOE policy or eliminated by the Idaho SBOE.

E. Unless otherwise indicated, no standing committee will be chaired by the administrative officer who is substantially responsible for implementing the policies or recommendations of the committee.

F. Committee Chairpersons are rotated so that no committee comes to be identified with one (1) individual.

G. The President of the College, or her or his designee, and the Chairperson of the Faculty, or her or his designee, are members ex-officio, with voice, but without vote on all committees.

H. Divisions for purposes of committee membership are defined as the Library and those instructional units that are chaired by a Division Chair.

I. The tenure of individual members on standing committees may not be terminated within her or his stated term of office except for cause and with the concurrence of the Faculty Senate.

J. Committees meet on the call of the Chairperson. Committees may be convened by one-half (1/2) of the members on the committee with one (1) day written notice to all other members. All committees will be convened by the second last week of September. A quorum for committee meetings shall consist of 50% plus one (1) committee member.

K. Proxy votes are not permitted.

L. Unless otherwise provided, all committee assignments terminate on September 1 of the year of termination.
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ML. Standing committees shall keep minutes and shall distribute them to all members on the committee, the Chairperson of the Faculty, and to the Senate Webmaster. Minutes shall be posted electronically on the Faculty Senate website.

NM. All committees shall have the power to appoint subcommittees in addition to those spelled out in this constitution for a specific purpose within the realm of that standing committee's function.

Section 2. Standing Committees of the Faculty Senate—General Information.

A. Appointment. The Faculty Senate will appoint all Faculty members on campus-wide Committees. Administrative members will be appointed by the President of the College, or designee, and student members will be appointed by Student Body President, or designee.

B. Reporting.

1. Each committee will make progress reports to the Senate when such reports are requested by the Senate Chairperson. These may be written or oral reports, should identify time and place of committee meetings, and should describe current status as well as future goals of the committee.

2. Recommendations for Senate action should be printed and distributed to Senate members prior to the Senate meetings at which they will be presented.

C. Rules of Procedure. Each committee will set its own rules of procedure and submit them to the Senate for approval.

DC. Meetings. Meetings will be open to general faculty except when such open meetings would be an infringement of individual rights.

ED. Terms of Office. A term consists of one (1) year.

F. Committee Chair. The Standing Committee Chair or the Faculty Senate will be members of Faculty Senate as a representative for her or his Division.

Section 3. Standing Committees of the Faculty Senate.

A. Faculty Affairs Committee.

1. Function. The responsibilities are to:

a. be responsible to recommend and monitor policies regarding evaluation, promotion, tenure and merit of the Faculty;

b. conduct a continuing study of salaries, professional problems, welfare, retirement practices, and working conditions of members;

c. Coordinate and facilitate faculty development grants, sabbaticals, and offerings in concert with the Provost.
e. cooperate and make joint recommendations with Administrative Procedures committee for the solution of problems common to the Faculty and the staff.

2. Structure.

a. The Faculty Affairs Committee will consist of one (1) faculty member from each division and one ex-officio (1) representative from Student Services Affairs with voice but without vote.

b. The Chair-Elect of the Faculty Senate is the chair of the Faculty Affairs Committee, per Article I.6.B.3.c., with voice but without vote. If the Chair-Elect is serving as the Division’s representative on the committee, the chair will provide the Division’s vote. In no instance shall any Division have more than one vote on the committee.

B. Student Affairs Committee.

1. Function. The responsibilities are to:

a. be responsible for recommending college policy and monitoring implementation thereof in areas related to student life and student affairs, including but not limited to: student financial aid, housing, student organizations, student health, student judicial affairs, student recreation, placement, campus union activities, counseling, and student development;

b. establish academic standards to be maintained by all students in the College and its various units.

2. Structure.

a. one (1) faculty member from each Division. The Student Affairs Committee will consist of at least four (4) faculty members. Each division may send one representative. Other members of the committee include at least one (1), but no more than two (2), students, one (1) Student Services Affairs representative, and one (1) administration representative. The student, the Student Affairs representative, and the administration representative will be ex-officio members of the committee with voice but without vote. In cases where a division or other group is not represented on the committee, such division or group shall nonetheless be responsible for remaining current on all Committee business.

b. The Past Chair of the Faculty Association is the chair of the Student Affairs Committee, per Article I.6.B.4.a., with voice but without vote. If the Past Chair is serving as the Division’s representative on the committee, the Past Chair will provide the Division’s vote. In no instance shall any Division have more than one vote on the committee.

C. Administrative Procedures Committee.

1. Function. The responsibilities are to:

a. review and make recommendations to the Faculty Senate and appropriate administrators pertaining to the calendar and to existing or new proposals related to College policies, rules, and procedures;
b. assist in communicating and clarifying procedures for Faculty, staff, and students.

2. Structure.

The Administrative Procedures Committee will consist of at least four (4) faculty members. Each division may send one representative. Other members of the committee (if they choose to participate) may include one (1) student, one (1) Student Services representative and one (1) administration representative. In cases where a division or other group is not represented on the committee, such division or group shall nonetheless be responsible for remaining current on all Committee business.

DC. Curriculum Committee.

1. Function. The responsibilities are to:

a. generate or review all proposals pertaining to curriculum decisions, including instructional programs and courses;

b. recommend action on curriculum matters to the Faculty Senate.

2. Structure.

The Curriculum Committee shall consist of one (1) Faculty member from each division, the Registrar, the Provost or designee, and two (2) students.

a. The Curriculum Committee will consist of one (1) Faculty member from each division, the Registrar, a representative from the Registrar’s office to serve in the capacity of secretary for the committee, the Provost or designee, and one (1) student. The Registrar, the representative from the Registrar’s office, the Provost or designee and the student will be ex-officio members of the committee with voice but without vote.

b. The chair of the Curriculum Committee will be a faculty member elected by the Curriculum Committee each spring to serve for the following academic year. The Chair of the Curriculum Committee will be an ex officio member of the Faculty Senate. If a faculty member becomes chair of the Curriculum Committee and the Division appoints an additional divisional representative, then the committee chair will have voice but no vote; in no instance shall any Division have more than one vote on the committee.

ED. General Education Committee

1. Function. The responsibilities of the General Education Committee are to:

a. Review and recommend changes in General Education throughout the College and in the General Education Core Curriculum.

b. Monitor the effectiveness of General Education throughout the College and the General Education Core Curriculum.

c. Publicize, promote, and advocate for General Education among the students, faculty, and staff of the College.
d. Maintain an ongoing study of general education philosophies and models nationwide; and

e. Coordinate college-wide actions to maintain the relevance of General Education in a changing society.

2. Structure

The General Education Committee will consist of five (5) faculty elected by the Faculty Association. Each member will serve a five-year term, elected one per year. The members must be selected from five (5) different divisions. The chair of the committee will be elected annually by the committee from among the members of the committee.

F. Faculty Development Committee.

1. Function. The responsibilities are to:

Coordinate and facilitate faculty development offerings in concert with the Provost. Faculty development is defined as the process of enhancement for each faculty member who desires to improve her or his role as teacher, scholar, and/or contributor to community development.

2. Structure.

The Faculty Development Committee shall consist of one (1) faculty member to serve on the Faculty Development Committee. The Provost will be a member of the Committee with voice and vote.

G. Budget Liaison Committee.

1. Function. The responsibilities are to:

Serve as a communication link among the Faculty Senate, Divisions, and President regarding budgetary priorities and problems, planning, and assessment.

2. Structure.

The Budget Liaison Committee shall consist of one (1) member elected from each division, the Past Faculty Association Chairperson, the Faculty Association Chairperson-elect, and the Faculty Association Chairperson who shall serve as Chairperson of the Budget Liaison Committee.

a. The Budget, Planning, and Assessment Committee will consist of one (1) Faculty member from each Division, the Past Chair, and the Chair-elect. If the Past Chair or the Chair-Elect is serving as a Division’s representative on the committee, that individual will provide that Division’s vote. In no instance shall any Division have more than one vote on the committee.

b. The Chair of the Faculty Association shall serve as Chair of the Budget, Planning, and Assessment Committee, per Article I.6.B.1.h, with voice but without vote. If the Chair is serving as the Division’s representative on the committee, the Chair will provide the Division’s vote. In no instance shall any Division have more than one vote on the committee.
H. Technology Advisory Committee.

1. Function. The responsibilities are to:
   a. recommend to the Faculty Senate and the President, to the Provost, to the appropriate other administrator(s), or to the Director of Information Technology, policies and procedures related to computing technology and related technology matters;
   b. make recommendations concerning policies and procedures affecting college-wide computing and related technology;
   c. solicit Faculty, staff, student, and administrative views concerning computer policies and procedures related to college-wide computing and related technology;
   d. review short-term and long-term plans related to college-wide computing and related technology;
   e. increase communications about issues, policies, and procedures related to college-wide computing and related technology;
   f. present a report to the Faculty Senate and the President at the end of each academic year that describes significant changes to LCSC computing facilities and services and summarizes the need for computing and information technology to be addressed in short-term and long-term plans.

2. Structure.

   The committee will be composed of one (1) faculty or instructional staff from each division. The chair of the committee will be a member of the Faculty Senate.

IF. Faculty Senate Cabinet.

1. Function. The responsibilities are to:
   a. serve as a clearinghouse for issues to be assigned to committees;
   b. assist the Faculty Chair in attending meetings, communicating with campus groups, and monitoring policy implementation;
   c. provide an advisory function for the Faculty Chair on a weekly basis.

2. Structure.

   The Faculty Chair Cabinet will consist of the following members: the Faculty Chair (also the Cabinet Chair), the Faculty Chair-Elect, the Secretary/Treasurer, the Senator Chairperson of each standing committee, and the Past Faculty Chair.

Section 4. Hearing Board.
A. Function. In accordance with grievance procedures as stated in the Policy and Procedures Manual, the Hearing Board shall serve as the institutional board of appeals for Faculty and students. Upon request it shall review all policy changes, testing them for consistency with the constitution. The Board shall seek such information from students, Faculty, administration, and the Idaho SBOE, as it may deem necessary to accomplish its task. It shall also conduct a continuing review of the constitution committee structure and functions, communicating its findings to the Faculty Association annually.

B. Structure.

1. Membership. The Hearing Board shall be composed of seven (7) members (the majority of whom shall be tenured): three (3) members from the faculty elected by the Faculty Association; three (3) members from the Faculty appointed by the President; and one (1) Division Chair appointed by the Faculty Senate. Three (3) alternate members will be designated: one (1) appointed by the President and two (2) appointed by the Faculty Senate.

2. Chair. The Chair shall be elected each year from the members of the Hearing Board. A Hearing Chair shall be elected for each hearing from the members of the Hearing Board. The Hearing Chair shall not be the Division Chair member of the Hearing Board.

3. Students. In cases involving students, four (4) students shall be included, with voice and vote, in the hearing board membership. The students shall be appointed by the ASLCSC President.

C. Term of Service. Membership of the Hearing Board for the subsequent academic year shall be determined prior to the last day of the spring semester. Each member shall serve for two (2) college years, except in the initial year after the adoption of this policy when the Chair, three (3) members and one (1) alternate member shall serve for a term of two (2) years and when three (3) members and two (2) alternate members shall serve for a term of one (1) year.

Section 5. Standing Tenure and Promotion Review Committee (STPRC) for academic faculty.

A. Function. The responsibilities are to:

1. uphold the philosophy toward tenure/promotion as set forth in the Policy and Procedures Manual;

2. establish, review, and monitor tenure/promotion criteria, policies, and procedures;

3. in conjunction with the Provost’s office, notify in writing faculty who are eligible to apply for tenure/promotion and provide “Request for Tenure/Promotion Evaluation” forms along with a list of contents required for the Tenure/Promotion File;

4. meet with new hires and discuss tenure/promotion process;

5. oversee and approve formation of the Individual Tenure and Promotion Committees;

6. review all applications for tenure/promotion and forward its recommendations to the applicant, the Division Chair, the Dean, the applicant's Individual Tenure and Promotion Committee, and the Provost;
7. plan annual recognition for newly tenured/promoted Faculty;

8. oversee the periodic performance review process.

B. Structure. The seven-member STPRC will be constituted as follows: six (6) tenured faculty members (each from a different academic division), and a Chair elected by the Faculty Association at its spring meeting. Three (3) of the STPRC faculty members must hold full-professor rank.

C. Term of Service. All members will serve three-year terms. No member may serve more than one (1) consecutive term. A tenured Faculty member, elected by the Faculty Association, will serve as Chair for a one-year term and will vote in the event of a tie. No Faculty member may serve on the STPRC during an academic year when her or his own application is being considered.

D. No member of the STPRC may serve on an Individual Tenure/Promotion Committee for academic faculty.

E. In consultation with the Provost, the Committee will review its own membership for areas of conflict of interest.

Section 6. Standing Promotion Review Committee (SPRC) for professional-technical faculty.

A. Function. The responsibilities are to:

1. uphold the philosophy toward promotion as set forth in the Policy and Procedures Manual;

2. establish, review, and monitor promotion criteria, policies, and procedures;

3. in conjunction with the Provost’s office, notify in writing faculty who are eligible to apply for promotion and provide “Request for Tenure/Promotion Evaluation” forms along with a list of contents required for the Promotion File;

4. meet with new hires and discuss promotion process;

5. oversee and approve formation of the Individual Promotion Committees;

6. review all applications for promotion and forward its recommendations to the applicant, the Division Chair, the Dean, the applicant's Individual Promotion Committee, and the Provost;

7. plan annual recognition for newly promoted Faculty.

B. Structure. The five-member SPRC will be constituted as follows: one (1) faculty member at the assistant professor level, one (1) faculty member at the associate professors level, one (1) faculty member at the full-professor level, one (1) faculty member at any rank, and a Chair. All members will be elected at the spring meeting of the Faculty Association.

C. Term of Service. The associate professor faculty member will serve a three-year term; the assistant and full-professor faculty members will serve a one-year term. No member may serve more than one (1) consecutive term. A Faculty member, within the Committee, elected by the Faculty Association, will serve as Chair for a one-year term and will vote in the event of a tie. No
Faculty member may serve on the SPRC during an academic year when her or his own application is being considered.

D. No member of the SPRC may serve on an Individual Promotion Committee for professional-technical faculty.

E. In consultation with the Provost, the Committee will review its own membership for areas of conflict of interest.

ARTICLE V—AMENDMENT OF THIS CONSTITUTION

This constitution may be amended by a two-thirds (2/3) vote of the members of the Faculty Association, as defined in Article 1, Section 3, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full with the agenda at least one (1) week prior to the meeting or must have been presented in writing at the Faculty Association meeting previous to the one in which the vote is to be taken. Amendments to this constitution are subject to review and approval by the Idaho SBOE.
SUBJECT
Accreditation Process and Status

REFERENCE
August 2013 The Board was provided with an overview of the accreditation process and the status of where each institution is in the process.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.M.

BACKGROUND/DISCUSSION
Every institution accredited by the Northwest Commission on Colleges and Universities (NWCCU) is required to conduct a thorough self-evaluation at different stages to address Standards for Accreditation. In 2010, NWCCU implemented changes to the accreditation review process from a five and ten-year review cycle to a seven-year cycle. The seven-year cycle includes Five Standards and three separate reporting requirements.

The Year One report includes a thorough self-evaluation on Standard One, Mission, Core Themes, and Expectations. There is no on-site visit associated with this stage of reporting; however, a committee of evaluators reviews the report and develops a report of findings.

The Year Three report was recently amended by NWCCU, which changed the Three Year reporting requirement to a Mid-cycle evaluation. The process requires institutions to conduct a self-evaluation on its assessment efforts and to develop a report to include three parts: Part I provides an overview of the entire assessment plan; Part II includes representative examples of assessment process from beginning to end; and Part III includes an evaluative overview in light of Parts I and II.

The intent of the Mid-Cycle Evaluation is to determine an institution’s readiness to provide evidence (outcomes) of mission fulfillment and sustainability in Year Seven. Additionally, it will assist institutions in determining if the process of outcomes assessment will lead them to a successful Year Seven self-evaluation and peer evaluation. There is a visit associated with this stage of reporting. This includes a day and half on-site visit by two evaluators and is attended by senior leadership and those involved in the process. The evaluators have a closing conversation with the institution to share their findings. The Board of Commissioners reviews the self-evaluation and the peer evaluation to determine whether the self-evaluation is acceptable or unacceptable.

The Year Seven report includes a comprehensive self-evaluation on Standards Two (Resources and Capacity), Three (Institutional Planning), Four (Core Theme Planning, Assessment, and Improvement), and Five (Mission Fulfillment,
Adaptation, Sustainability). There is an on-site visit associated with the Year Seven Self-Evaluation. Peer evaluators from other accredited institutions study the institution’s report and conduct an on-site evaluation on all Standards. Evaluators will prepare a Year Seven Peer-Evaluation Report of findings and a Confidential Recommendation. A draft of the evaluation report is sent to the institution’s chief executive officer who is given the opportunity to correct errors of fact. Once finalized, it is submitted to the Commission office. Evaluators will submit the Confidential Recommendation to the Commission, which is considered to be advisory. Institutions are afforded an opportunity to provide Commissioners with a written response to the Peer-Evaluation Report.

IMPACT
This information will provide an update to the Board on changes to the accreditation process and where the institutions currently are in that process.

ATTACHMENTS
Attachment 1 – Accreditation Status by Institution Page 3

STAFF COMMENTS AND RECOMMENDATIONS
There are two institutions scheduled for a Year Seven Self-Evaluation and onsite visit. Idaho State University is scheduled in Fall 2014, followed by the University of Idaho, which is scheduled for Spring 2015. Board Policy III.M., requires at a minimum, that the Board’s Executive Director (or designee) and three Board members visit the NWCCU self-study team during each seven-year visitation to an institution. As part of the accreditation visit process, Board members will evaluate key elements of the accreditation self-study, the report and findings from the visiting team, and formal actions from NWCCU, and consider their implications for an institution’s strategic goals, mission, and resources.

Boise State University, Lewis-Clark State College, and College of Western Idaho are scheduled for a Mid-Cycle Evaluation in Fall 2014. Board member participation for the Mid-Cycle evaluation is determined by the Board’s Executive Director upon consultation with the NWCCU review team.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
**Accreditation Calendar**
Northwest Commission Colleges & Universities

<table>
<thead>
<tr>
<th>Institution</th>
<th>Status (Year Granted)</th>
<th>Public Sanction</th>
<th>Most Recent Evaluation</th>
<th>Next Evaluation</th>
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<td>Fall 2014 Mid-cycle Evaluation</td>
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<td>College of Southern Idaho, Twin Falls</td>
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<td>Fall 2013 Ad Hoc Evaluation</td>
<td>Spring 2015 Year Seven Evaluation</td>
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<td>Information Item</td>
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<td>CONSOLIDATION OF NORTH GEM AND GRACE SCHOOL DISTRICTS</td>
<td>Motion to Approve</td>
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<td>PROPOSED AMENDMENTS TO IDAHO’S ESEA FLEXIBILITY WAIVER</td>
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SUBJECT
Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION
Superintendent of Public Instruction, Tom Luna, will provide an update on Smarter Balanced

ATTACHMENTS
Attachment 1 – Smarter Balanced Power Point Presentation Page 3

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board’s discretion.
Smarter Balanced
Field Test Survey Results

Division of Assessment and Accountability

Smarter Balanced Field Test Final Participation Counts

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<th>CUMULATIVE</th>
<th>UNIQUE STUDENTS</th>
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<td>Started Completed</td>
<td>Started Completed</td>
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<td>639,516 561,767 88%</td>
<td>164660 161688</td>
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Field Test Survey

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<th>Grade Level</th>
<th># Tested</th>
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<td>3</td>
<td>1,145</td>
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<tr>
<td>4</td>
<td>1,844</td>
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<td>5</td>
<td>1,871</td>
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<td>6</td>
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<td>1,144</td>
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<td>10</td>
<td>437</td>
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<td>11</td>
<td>674</td>
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<tr>
<td>TOTAL</td>
<td>10,428</td>
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</table>

Field Test Survey
Student Questionnaire

What did you think about the questions on the test you took today?

- very easy
- pretty easy
- pretty hard
- very hard

![Bar Chart]

- 3-5
- 6-8
- 9-11
Field Test Survey
Student Questionnaire

What did you think about using the computer (navigating) to take the test today?

- very easy
- pretty easy
- pretty hard
- very hard

Field Test Survey
Student Questionnaire

How well do you think the test you took today matched what you learned in class this year?

- very well
- pretty well
- not very well

[Bar charts showing responses by grade levels 3-5, 6-8, and 9-11.]
Field Test Survey
Student Questionnaire

Grades 3-5
Were you able to use the keyboard to type your answers?

- Yes, I knew how to use the keyboard to type my answers (13%)
- Yes, but it was hard to use the keyboard to type my answers (2%)
- No, I did not know how to use the keyboard (85%)

Students Comments – LIKES

- questions
- liked
- learn
- math
- pretty easy
- animals
- fun
- hard
- answers
- story
- short
- think
Students Comments – DISLIKES

Test

Hard Questions

Administrator Survey

The regular testing window for the Smarter Balanced Field Test in Idaho was 7 weeks (April 1 - May 16).

For the operational assessment next year, how many weeks would you prefer for the testing window?

- 12 wks
- 11 wks
- 10 wks
- 9 wks
- 8 wks
- 7 wks
- 6 wks
- 5 wks
- 4 wks
- less than 4 wks
Administrator Survey

Did your district or school incur any new expenses to administer Field Test?

- Yes
- Unsure
- No

Administrator Survey

What new expenses did your school or district incur to administer the Smarter Balanced Field Test?

proctors

Head Phones
Administrator Survey
What new expenses do you anticipate to incur to administer Smarter Balanced next year?

proctors

Keyboard

Labs

Test

Headphones

Students

technology

unsure

replacement

staff

tech support

unknown

Chromebooks

scheduling

students

able

problems

logged

assessment

smoothly

administer

software
Administrator Survey
What were the biggest challenges your district or school faced in administering the Smarter Balanced Field Test?

proctors
issues
length
technology
training
Computer Lab
Opt Outs No Forms
Staff
scheduling
Testing Window
Classroom Activity

Administrator Survey
How did administering the Smarter Balanced Field Test compare to the ISAT?

similar
took longer
 smoother
problems
worrying
working with them
Administrator Survey

What information or training would assist your district or school most in administering the Smarter Balanced assessment next year?

---

Administrator Survey

What feedback do you have about the new accommodations, designated supports, and universal tools available on the Field Test?
Technology Coordinator Survey

What went well with the administration of the Smarter Balanced Field Test in your district?

Technology Coordinator Survey

What were the biggest challenges your district faced in administering the Smarter Balanced Field Test?
Technology Coordinator Survey

How did supporting the administration of the Smarter Balanced Field Test in your district compare to supporting administration of the ISAT in previous years?

Technology Coordinator Survey

What information or training would assist your district most in administering the assessments next year?

questions  Test  Run  webinars
live training  proctors
documents  practice manuals
step by step
Teacher Survey

What went well with the Classroom Activity you administered?

Discussion

Test

Kids

Students were Engaged

Easy to Follow

Student Enjoyed

SDE

Lesson

Activity

Teacher Survey

What challenges did you face in administering the Classroom Activity?

Activity

Test

Lesson

Not Knowing

Interested

Questions

Topic

Challenge

Script

Hard

Vocabulary

Pictures

Small Group

Test

Activity

Kids
Teacher Survey

How well do you feel the Classroom Activities prepared students to complete the Performance Task?

- very well
- somewhat well
- not well at all

Teacher Survey

What other feedback do you have about the Classroom Activities or the Smarter Balanced Field Test in general?
Smarter Balanced Selection for In-Person Panel

*In-Person Panel to set Achievement Levels*

- 19 Idaho Educators were selected to participate (ELA & Math)

- The Idaho delegation will travel in October to participate in Achievement Level setting with other educators from throughout the Consortium

Smarter Balanced Recruitment for Online Panel

*Online Panel to set Achievement Levels*

- Minimum Idaho Educators Needed: 231
- Registered Idaho Educators to Date: 161
- Will provide recommendations to the in-person panel

http://smarterbalanced.measinc.com/RegisterForEvent/100614
Questions?
Angela Hemingway
Director, Assessment and Accountability
ahemingway@sde.idaho.gov
SUBJECT
Consolidation of North Gem and Grace School Districts

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Code Sections 33-310, 33-310A, and 33-311

BACKGROUND/DISCUSSION
Patrons (voters) of North Gem and Grace School Districts have submitted a plan of proposed consolidation of their school districts to the Board for approval. If the Board approves the consolidation, under Idaho Code, 33-311, the matter will be submitted to the electorate of the two districts for a vote. The two small school districts are contiguous, located both located in Caribou County, not separated by geographic barriers, and have both struggled to offer desired educational programs. 15.1 miles separates the two high schools.

Jason Hancock, former Deputy Chief of Staff for the Idaho State Department of Education (Department), attended the hearings as the public hearing officer. Transcripts of testimony received at the hearings is attached. Most of the testimony in Grace was generally supportive, while the testimony in North Gem was more skeptical. The transcripts indicate that Mr. Hancock explained that consolidation might offer economies of scale benefits by eliminating duplication of administrative efforts.

Under Idaho's public school funding formula, the proposed combined school district would not lose state funding as a result of consolidation, so long as existing schools are maintained in their current locations. The combined district might save money by consolidating administrative functions.

IMPACT
If consolidation is approved by the Board, the Idaho State Department of Education will notify each district’s board of county commissioners and they shall enter an order calling for an election on the question of approval or disapproval. The notice, election, and canvassing shall be held in the manner and form of Title 34, Idaho Code.

Upon voter approval of the proposed consolidation, the districts proposing to consolidate shall become sub-districts of the new district as if they had been created under the provisions of Idaho Code, Section 33-351.

ATTACHMENTS
Attachment 1 – Transcript of Consolidation Finding – North Gem Page 5
Attachment 2 – Transcript of Consolidation Finding – Grace Page 73
Attachment 3 – Information/Instructions and Map Page 117
Attachment 4 – Petition Signatures Page 133
STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Code, Section 33-310 allows for the boards of trustees of two (2) or more contiguous school districts to submit to the state board of education a plan for the consolidation of their districts into a single new district. The statutory requirements for submission of a petition for consolidation to the State Board of Education are set forth below. If the Board approves consolidation, then the proposal will proceed to the electorate for a vote. Staff comments on the completion of the requirements for submission of the proposed plan to the Board, as of April 2, 2014, are italicized.

(1) A map or maps showing the boundaries of the proposed new district, the boundaries of the component consolidating districts, the location of existing schoolhouses or other facilities of the component districts, the proposed trustee zones, and the proposed transportation routes if any. A map showing consolidation has been submitted.

(2) A legal description of the boundaries of the proposed new school district and of the trustee zones proposed, with estimates of the population in each such zone. A legal description for the proposed combined district has been submitted.

(3) The assessed value of taxable property of each component consolidating district and of the entire proposed new district. Taxable values have been submitted.

(4) Outstanding general obligation bonds of any component consolidating district, sinking funds accumulated, and estimated proceeds of sinking fund levies in process of collection. The submitted materials indicate that there are no outstanding obligations.

(5) Whether any component district has established a plant facilities reserve fund, and if so the amount on hand in such fund, the obligations against the fund, and the levy being made for such fund together with estimate of the proceeds of such levy in process of collection. The submitted materials do not indicate whether the districts have established reserve funds, but do indicate that “[a]ny money in plant facilities reserve fund of former district will be used to pay down any bond dept, otherwise funds go into the new plant facilities reserve fund.”

(6) The amount of any outstanding and unpaid bonds that will become the obligation of the subdistricts, pursuant to Idaho Code, Section 33-311 after the application of any plant facility reserve funds, pursuant to Idaho Code, Section 33-901. The plan shall also show for each subdistrict the estimated amount of state subsidies to be received, the estimated bond levy rate and the year in which the last levy will be made. The submitted materials indicate that there are no bond obligations for with district.

(7) If a joint district, the designation of the home county. Caribou County.

(9) How the property, real and personal, of former districts shall vest in the new district. The submitted materials indicate that all properties currently held in each existing district will vest in a new consolidated district.

(10) Before submitting any proposal for consolidating school districts to the state board of education, the board of trustees of each proposing district must hold a hearing on the proposal. Notice of the time and place of such hearing shall be given, by each such district, by two (2) publications in a newspaper of general circulation in the district, the first and last publications being not less than six (6) days apart. At such hearings, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation if and when it is submitted to the state board of education. The Board of Trustees of each district called and held a public hearing. Hearing transcripts are attached. The public hearing for North Gem School District was held April 16, 2014 and the public hearing for Grace School District was held April 17, 2014. Testimony was taken at the hearings. It is not clear from materials submitted whether proper notice of the hearings was provided.

BOARD ACTION

I move to approve the Consolidation Plan for North Gem and Grace School Districts as submitted and forward the plan to the local electorate for a vote.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
IN THE DISTRICT COURT OF THE SIXTH JUDICIAL DISTRICT OF THE
STATE OF IDAHO, IN AND FOR THE COUNTY OF CARIBOU

IN RE:
Consolidation Finding Public
Hearing North Gem

TRANSCRIPT OF TAPED PROCEEDINGS
Public Hearing
April 16, 2014

BE IT REMEMBERED that this matter came on for public hearing on April
16, 2014, before the North Gem School District, In Bancroft, Idaho, County of
Caribou.
## Index

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<th>Testimony</th>
<th>Name</th>
<th>Address</th>
<th>Page Number</th>
</tr>
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<td></td>
<td>Jason Hancock</td>
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<td>Troy McCurdy</td>
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<td></td>
<td>Karen Perkins</td>
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<td></td>
<td>Lisa Wellard</td>
<td>194 East Center, Bancroft</td>
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<td>Mike Wilde</td>
<td>215 North Roosevelt</td>
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<td>Tad Jensen</td>
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<td>Mark Priestly</td>
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<td>Janice Millward</td>
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<td>June Angus</td>
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<td>Ted Barnes</td>
<td>290 South 2&lt;sup&gt;nd&lt;/sup&gt; West, Bancroft</td>
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<td>MaLissa Barfuss</td>
<td>154 East Davids Drive</td>
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<td>Hailey Perry</td>
<td>140 South 3&lt;sup&gt;rd&lt;/sup&gt; West</td>
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<td>Melanie Hatch</td>
<td>3023 Chesterfield Road</td>
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<td>David Banks</td>
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<td>Ralph Peterson</td>
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<td>Chris Knox</td>
<td>950 Miles Road</td>
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North Gem Auditorium
Consolidation Finding Public Hearing
Bancroft, Idaho
Wednesday, April 16, 2014

PROCEEDINGS

JASON: ...Boise and Bancroft dialed in as far as time

7
goes, I’ve got it inside of about a five minute window of how
8
long it takes me to get here, as long as it’s not snowing
9
which is never a given when you drive to Eastern Idaho. We
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were in Idaho Falls for our post-legislative tour here a
11
couple of weeks ago and drove through a blizzard getting
12
there so I guess it’s the old joke about there being four
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seasons in Eastern Idaho; the seasons of almost winter,
14
winter, still winter and road construction. So the purpose
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of tonight’s hearing which I’ll kind of M.C. is to have a
16
public hearing for people in the North Gem School District to
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come and give their testimony on the proposal to have a
18
consolidation of the North Gem’s School District and the
19
Grace School District. Now the rules in State Law that lay
20
down who is allowed to come and testify at this hearing is
21
that you have to be either an elector, i.e. a voter here in
22
the North Gem School District or you have to be a property
23
tax payer of the North Gem School District, so basically you
24
either live here and you are a voter or you at least own
25
property within the school district. So either of those
types of folks can come and testify. What we will have 
people do just so it’s part of the hearing record, since this 
is being recorded is when I call your name, and you come up 
here, I’ll just ask you to state your name and your home 
address if you are one of those voters here within the North 
Gem School District. If you are a property owner you don’t 
live here and you want to testify, just give the address of 
the property that you own here in the North Gem School 
District. And I think what we are going to do because we 
have got the - about seventeen people signed up here it looks 
like. If you do want to testify, you do need to sign-up, so 
there is a sign-up sheet up here and feel free to come up and 
put your name on it and we’re going to give each person who 
wants to come forward a maximum of five minutes to speak. 
You don’t have to speak that long but you can if you want 
too. And then we have a timer down here that will tell us 
when you have hit your five minute limit. As always, keep it 
civil and we’re going to actually start off having the 
Chairman of the committee that’s been formulating this 
consolidation plan come up and just give a brief little 
overview of kind of where everybody is at - where this plan 
is at this point. I think most of you have received 
something like this in the mail so you have had a chance to 
look at it but Troy if you would come up and give a little 
overview, where things are at right now.
TROY: Thank you Jason I appreciate your willingness to come here and be here with us tonight. As Jason has mentioned, I'm the chairman of the Grace school board but when this process began through the petitioning process we formed a committee that consisted of two board members from Grace, two board members from the North Gem school Board and then two community members from each district. And as a we've gone through the process we met, if I remember correctly there is approximately nine questions that are required by State Law that we have to answer as we submit a plan to the State board of Education that they will then review and use that information plus the information that they collect from tonight's meeting and tonight and tomorrow night's meeting at the Grace meeting. Those two will be recorded, the information will be gathered and all of that information will be submitted along with essentially the consolidation finding letter that we mailed out earlier to you. So, if I may ask? Did everyone at least have an opportunity to see this in the mail? You should have received this, if not contact a member of the consolidation committee or one of the school board members and get this because this was essentially the information that will be presented with the plan to go to the State. So, in that, we have tried to be as informative as possible and yet the consolidation committee does consist of members that have
differing viewpoints and so anything that's of an opinion of course, we didn't include. We tried to maintain a factual concept going forward. I am going to review though this, just briefly for you but as I mentioned before, you can read that in detail and get your information their but really probably you should try to at this meeting because if you could have a question, tonight is the night to pose your question or any other information that you may have that you want to have presented to the State Board of Education. Tonight is your night to be able to present that.

The first question essentially that we wanted to answer as a committee is "What does consolidation mean?" Apparently, both districts share a superintendent and so a consolidated district could provide additional opportunities to combine other administrative services. It does not require combining schools. And I think that is an important factor to remember. Protection if student enrollment declines. And what that basically means is that the State Law says that if two districts consolidate the separate funding levels that each district are receiving right now it maintained at that level. So if our enrollment drops in either school district, the funding level stays at that - what we are currently receiving for a period of seven years. Now if enrollment increases, then of course the funding increases along with the additional enrollment that's there.
1 But that is maintained for that seven year period. The
2 other opportunity is that State incentive – there is a
3 statute out there for bonding and as you’re well aware of
4 bonding is for building new structures and new facilities.
5 And the statute of structures that in essence they will – I’m
6 trying to how to state this in a summary form. They’ve taken
7 the property tax added it up and - Statewide and basically
8 gave it an index of 1.0 and then each district is evaluated
9 upon that formula and then they are given an index number.
10 So, North Gem’s District has an index number of approximately
11 .97, Grace has an index of approximately .84 and when you
12 combine those two districts, if the patrons decide to
13 consolidate and make a combined district our number would be
14 .91 and so essentially what that would mean is that if we
15 bonded at that point without the additional incentive the
16 State provides, essentially every hundred dollars we spent
17 toward bond the state would pay nine dollars of that hundred
18 dollars for the difference there 1.0 subtract the .91. But
19 the incentive that State has provided beyond that is a .25
20 added on to that so we take that nine plus the .25 we have a
21 .34 so in essence if we consolidate – a community decided to
22 pass a bond, every hundred dollars that we spend in essence
23 the State would kick in and they would pay thirty-four
24 dollars of that. Am I, understanding that correct, Jason?
25 (response is not audible) So that is the way the State law is
1 currently structured there. So that is an opportunity that
2 we could both communities could benefit from. Another factor
3 that comes into play, right now the Grace School District as
4 you are aware has two elementary schools. The Grace
5 Elementary and the Thatcher Elementary and right now, we have
6 the higher funding for a new (inaudible) than Thatcher
7 because it is over ten miles away from the District Office in
8 Grace and so that provides us a little bit higher funding
9 level and we found out the hard way that when we started to
10 commit more kids to Grace, we lost some funding and it has
11 taken us a while to restructure that and so we actually do
12 try to fill the Thatcher building to capacity to take
13 advantage of that. Well that same structure exists not only
14 for elementary at ten miles apart but the same structure
15 includes High School as well and they have to be fifteen
16 miles apart in order to qualify for that funding. Well crazy
17 google maps, North Gem and Grace are 15.1 miles apart and so
18 they would qualify to receive that funding. And then the
19 last bullet under that "What consolidation would mean?"
20 Right now to be honest with you, we are burning out our
21 superintendent and I think it would be a good thing to see if
22 that wouldn’t be an option to not only consolidate his work
23 load but there are some other opportunities as far as
24 administrative services involved there. Essentially if
25 consolidation is - if consolidation were to pass, and the
communities decided not to, that they didn’t like it after
whatever time frame it may be there are still laws or
statutes available that we could essentially go through the
process to deconsolidate. So that is an option, that’s out
there. Other things that are required are basically to –
that we have to submit what the district boundaries are as
well as send what the trustees own boundaries would be. And
the trustees’ is – are just in a general idea basically, if
you go down highway 30 it is really based upon population.
All the trustees zones – there is two zones that would
represent North Gem. Three zones that would represent the
current Grace area and so they do split pretty much at the
almost a sixty forty as far as population base is concerned
for those trustee zones. Sixty percent reside in Grace,
fifty percent in North Gem.

At the bottom, there is an assessed value of taxable
property in each district and combined districts. And
basically, what that boils down to is that if you – if we
even right now, I guess you guys are probably already
familiar with when you handle (inaudible) new building
possible bonding. You’re allowed to spend so much based upon
the property value that’s within your district. Your
district is just over five million dollars and the Grace
district is just over eight and so a combined capacity would
just a little bit over thirteen nine to be bonded for to
improve our schools. Okay, some other questions that we had to send into the State, "Are there any outstanding bonds?" and so we put "as of April 2 there is zero dollars in bonds for both districts." Currently, right now there, the other question is, 'If there is a plant facility reserve fund?" Basically, that fund just goes into a new plant facilities fund. There's no obligations - the home county would of course be Caribou County. The name that we've picked as a consolidation committee is the North Gem - Grace Joint School District number 147. And that's just based off of combining Districts, that's the easiest way to do it. The numbering just basically - just to make other people aware joint means that we actually have part of Franklin County in our District. And so that's why the word joint, comes after it, it is not because we have joined as districts. If you look at Grace's name, it is currently "Grace Joint School District," is because there is part of Caribou and Franklin County. In our particular area, we have a number of 140 through 147 is available and so we just picked 147. Since 148, 149 and 150 are used up in the County already. And then that letter just basically talks about - it kind of goes in the same detail I mentioned about the bonding on the financial funding. There are questions regarding, teachers, administrators and trustees. There is nothing that says that any employees will be let go. As a consolidated district,
the new district administration had the opportunity to offer a severance package to up to 10% of the employees. And that severance package would be paid for by the State. And as part of that if a teacher is offered a package, they don’t have to take it and they - there is no way that it would affect their future employment. Our class sizes in funding was another question and based upon the consolidation committee’s plan that it’s in our best interest to leave things as are - all of the funding and so forth based on class sizes would remain the same. And it is the same with administrators to - right now we have 2.75 administrators Grace and then how many (inaudible) for North Gem. So in essence we would as a combined district we would be allowed to have 3.75 administrators, as a full time equivalent positions. And then the last bunch - basically, a new school board is essentially made from the existing two school boards. Each school board would get together and select two members from each district and so those - then those four members come together and they would pick a fifth member from the remaining six individuals of the existing board. Those five individuals would be up for election. Two from each area, the first year, two from district the next year and then that fifth person would be up on the third year. And of course those are four year terms and then you are aware that - a new school, in order to be bonded, requires a two-thirds
majority or sixty seven percent there and just consolidation just FYI - that requires a fifty percent majority not just a majority - so fifty percent within each district have to approve consolidation for it to happen. So it can't be a seventy in Grace or a thirty in North Gem and not that that would happen - it's nothing like that so. Fifty plus one vote have to be approved in North Gem as well as fifty percent plus one vote in Grace has to make it so that consolidation would be approved. Hopefully that - not too much.

JASON: Thank you Troy. Okay we'll get next to the public testimony and I'm just going to go down the list that I have here and everybody's got five minutes, if there are questions that come up, as part of the testimony, I'll do my best to answer those questions, although, some of the questions may be more appropriate for somebody from the committee that's been looking at this consolidation plan, answer them, if it's about the specifics of the plan. So the first name I have here is Karen Perkins.

Go ahead and we'll have the public testimony here on the microphone because we are recording all of this for posterity.

KAREN: Okay, excuse me I'm kind of hoarse today. The only things that I have are - are primarily questions is this the time to voice these questions?
JASON: You can ask questions.

KAREN: Okay

TROY: For the recording, state your name and...

JASON: Name and address.

KAREN: Oh. Okay. This is Karen Lee Perkins, I live out in Chesterfield, our address out there is 2698 Nipper Road. I was wondering what the main reason is that we need to change the status quo, I mean what’s wrong with the way that we’re doing it? I’ve heard several things, some are a little hot, you know about why but what are the facts of it. Why do we need to change?

JASON: Well the process that you are going through right now with this consolidation committee and coming up with a plan and sending it on to the State Board is actually something that’s required by State Law when you have enough people sign a petition from two adjacent school districts to have this process go forward. Sometimes it goes forward because two school districts, the school boards get got together and decide they want to do this but there is also this mechanism where people, citizens can petition and if enough of them sign it then - then it goes forward. So this is - at this point basically a mandatory process that you have to go through and you have to send a plan to the state board. Now the State Board of Education, they can say thumbs up or thumbs down on the plan and if they say thumbs down
then that’s the end of it. If they say thumbs up, go ahead
then it comes back to the two school districts and each
school district votes on it and it has to get a majority of
each. So if you - if you don’t want to see it go forward,
then...

KAREN: I just wanted to know what would be the reasons
that were not alright the way we are. The main reason I’ve
heard the people don’t like the old building and I wanted to
know if they don’t like it have there been any feasibility
studies done on what - you know on what actually would make
it easier for this building to function in today’s age it was
built back in 1983. You know what is being talked about,
what would be the cause, have there been any estimates
brought in as to what they need to do to this building. And
the other thing is I’ve wondered if they couldn’t you know
bring in portable classroom if for some reason they need an
adjunct. I understand this building is only being used in
partial capacity as it is and I don’t know about Grace but
I’d sure like to hear something from Grace say you know what
their - what their primary reasons are. I mean their
building old or they just don’t like what, about it?

JASON: Certainly some of the general reasons that you
see school districts look at consolidation or consider it are
you know sometimes it’s financial reasons, like if there are
facility needs in both districts, there’s pretty significant
State incentive for districts that have recently consolidated, where the State basically pays for an extra twenty-five percent of the bond repayment costs. So, it's a way to lessen the burden on the property tax payers if you happen to have two adjacent school districts that both have some facility needs. You know that one reason, sometimes they'll look at it for reasons of efficiency that it's less costly often times to have one administration rather than two administrations. And sometimes Districts will look at it because they've had declining enrollment and by putting the districts together it's a way to combine resources and maintain some programs. Those are just some of the reasons why districts in the past have looked at it. I'm less familiar with the details of your facility issues here but can kind of speak generally to why districts tend to look at these.

KAREN: Well what I was hoping would happen is if for some reason Grace has an issue, you can't use their building, for some reason we cannot use all or part of our building depending on what the issues are. I was wondering if it wouldn't actually been - be a benefit to all of us to build one new building rather than two new buildings and that way we'd be sharing the expenses of it rather than one district having to come up with a really large sum of money and I think Grace is a lot like Chesterfield - I think Grace is a
1 lot like Chesterfield to know a lot of the farmers this is
2 not their best year.
3 JASON: That would be something that the new - if you
4 had a consolidation, that the new school board would need to
5 take up. Would be those facility issues and there is some
6 analysis that would need to be done there because there are
7 some financial advantages in terms of the State operational
8 funding that you get. There are some advantages in
9 maintaining those two separate schools 15.1 miles apart.
10 Because the State provides funding based on attendance and
11 the attendance is divided by a series of divisors and that
12 creates these units of funding from the State and the devisor
13 table is set up so that it doesn’t take as many students to
14 create a unit of funding, in a small district as it does in a
15 large district. So like in the Meridian School District
16 where my kids go to school, it takes twenty three kids in
17 fourth, fifth or sixth grade to create a unit of funding from
18 the State. In a very small district it takes only twelve and
19 with those two secondary schools, being over fifteen miles
20 apart they get to be counted separately and that means that
21 you are looking at them as two smaller individual units and
22 you tend to get a smaller divisor that way. And so you get a
23 little bit of an enhanced funding profile from the State. If
24 you put them together then the populations are combined and
25 you get a little bit larger divisor and so you are getting
bit less money per student. So you know the new district
would need to kind of run the numbers on that and look at it
and say okay, is there you know are there some economies that
we get by putting them together in a new school that is
enough to offset the State funds that we would lose.
I think what the committee’s been looking at so far is
maintaining the two separate facilities because of that State
funding stream. The next person on the list is Lisa Wellard.
LISA: You just answered my question, so I don’t have a
comment.
JASON: Okay, take a pass on Lisa. Next after that Mike
Wilde.
MIKE: Mike Wilde, 215 North Roosevelt Avenue, Bancroft.
My concerns, I haven’t been here that long, so I hate to
speak for any of you that have been here this long but the
thing that had bothered when we were going for the school —
voted on to have this new school — this tore down or
whatever. What I received in the mail read totally different
then when I was going to the voting box to vote on and this
said voting on is to upgrade this building verses tearing it
down and starting another one. So that is what the two
different things that I got out of it. I could vote for
because it did — the first thing I got didn’t mean what the
second one — what I got and so what I guess I am asking is on
this deal here moving forward, I’d like to know upfront
basically what it is going to cost myself and I’m sure that other people would like to know that and have a true number instead of something that is thrown out there to find out down the road it’s a lot more than it was going to be. So we could figure out as tax payers how we are going to do that by paying the rest of the stuff we are already paying by other administration we’ve got going on. Thank you.

VOICE: Did you want to say something Jamie

VOICE: Well Mike and

VOICE: I’m not familiar with your bond election you just had.

JASON: Just in reference to the bond, the ballet. We had Zions Bank - does our ballet for us. They submit that through the district to the county and they took our last propel and instead of changing the wording, it was the last proposal which was renovation of parts of this building and new construction on the end. But the proposal an in the last bond election was build new and separate from this facility and tear it down. And so the next ballet will read to that effect that it will be for new construction. So is that - that’s your question?

MIKE: From what it said from what - (inaudible)

JASON: Sure.

MIKE: It was totally different.

JASON: that will be - that would be changed - on the
1 next one.
2 MIKE: Alright.
3 JASON: Okay, next name on the list is Tad Jensen. If
4 you'll give your address.
5 TAD: 164 West Second South, here in Bancroft. My
6 concerns or questions are you know, when and if this comes
7 about and there if an election towards this, who sees to it
8 that everything is done up front, honest. You know, who is in
9 charge of, who says who can vote and who can't, that sort of
10 thing. My opinion, there has been some inconsistencies in
11 the bond election and things going around and I just want to
12 know who is in charge of making sure everything is done is
13 upfront and right.
14 JASON: That would be the County Clerk.
15 VOICE: The County
16 JASON: The County Clerk. Right. That didn't used to be
17 the case. It used to be the school districts ran their own
18 elections but here just in the last couple of years there was
19 an election consolidation law, passed by the State where
20 everything was put under the County Clerk, so in the case of
21 an election like this for North Gem. It would be the Caribou
22 County Clerk, would conduct that election at your usual
23 polling places and then for the Grace school District, it
24 would be both the Caribou County Clerk and the Franklin
25 County Clerk because they go over the County line.
TAD: Am I, I'm just wondering if I am incorrect in understanding that there were some indiscretions or some inconsistencies that went on? You know I will rest.

JASON: Okay the next person signed up is Eric Christensen. If you would give your address that would be great.

ERIC: Oh, sure. 155 South First East, I just want to state and thank the committee for taking for time and doing what they do and letting (inaudible) present to the state school board. I'll answer a question for a person who signed the petition, why I think this is a process that needs to be gone through and that is because it gives us, it educates us and what is out there for our kids, it educates us on what kind of funding is available, it gives us an opportunity to make a good wise decision on more than one side of the table.

I feel we haven't always been heard on different options and I don't think that's on any part of being ignorant or rude or anything on that point but I think they just didn't want to listen because they didn't want to find out what was out there and that's my own opinion.

But I think it is important to know what's available. What can benefit the classrooms, what can benefit our children and I believe our school board does that here, I really do. I think they want the best for our kids and I want to compliment them on that. But I also think we haven't
looked at every option and I thank you for being patient with us. So I hope that you look and get knowledge and good information and I appreciate all information that is out there and learn it and then make a logical decision. Whatever works for you and I encourage everybody to vote? Whether you agree or disagree with what is on the ballot, vote your conscience and then live with what we have to live with. Thank you.

JASON: Thank you Eric. Next person signed up is Mark Priestly.

MARK: I live at 1740 Lund Road. My question is, I’ve heard a lot of things going around about the thirty-four percent or thirty-five percent that the State will match as far as buildings and bond elections. The way I see it in order to get that we have to consolidate districts, am I correct?

JASON: That is correct.

MARK: Okay, which leaves us still with a building issue here in Bancroft, but in order to get that funding, we would be consolidated as a district and then the majority vote would have to come from Grace and Bancroft both?

JASON: That is correct. It would be a consolidated vote. Now there is and this is kind of an obscure dusty corner of Idaho Code that I am not aware has ever actually been used. There is a provision for a school district that
operates more than one high school to create a bonding sub-
district if they want too. I don’t necessarily recommend, I
don’t necessarily recommend that nobody has ever done it.
But there is that option if you wanted to have the people in
North Gem. You now pay for improvements to the High School
here and the people in Grace pay for the improvements to the
High School there, you could do that, but like I said,
nobody’s ever done that. We have a fairly limited number of
school districts with more than one high school anyway. But
generally speaking, yah, you’d have a bond election go before
the whole school district so presumably, if the Grace people
are looking at this, I’m guessing they have some facility
needs too. And so that’s you know – when you have these
districts that have been consolidated from multiple
communities, that’s kind of been the recipe for how you have
a successful bond, is that there’s some facility needs here,
there is some facility needs there and all of those needs
kind of get wrapped into that one bond.

MARK: Okay. The next questions, is there any facility
needs in Grace that we haven’t been told about? Because, I
haven’t heard any of it; but, the question that I asked or am
wondering, if it’s a building issue just here in Bancroft,
what benefits are the people in Grace going to get from a
building here in Bancroft?

JASON: Yah – I can – I think if – when you get done, we
1 could have Troy, who is the Chairman of the Grace School Board, I think could probably answer that as to what they are looking at as far as their facilities down there.

4 MARK: Cause I look at it and think, what benefits is it going to be for Grace, to bond and build a building here in Bancroft? I don’t think that they would vote for it.

7 JASON: And that’s why when Cache County has been successful with their bonds in the past they have kind of had a chicken in every bucket approach and you know they have I think four or five high schools. In their district, every little town has a high school. So, you know they have always made sure that they addressed the needs in each community and that’s how they have been able to get it through. You know certainly the advantage if you know, if Grace does have some facility needs and can be wrapped those things into the bond too is that you know obviously the state pays a lot bigger chunk of the bill, rather than the local property tax payers.

18 So that’s the primary advantage.

19 MARK: Alright, I’d like to see the break down as far as how much that is going to be as far as taxes are going to go up. I’d like to see what the breakdown and how much and how much that is going to be per acre or per individual, before we - before we look at that option as just reaching out and grabbing funding. Is it - if it’s even going to pass. I don’t think it will.
JASON: Troy do you want to step up and answer that question?

TROY: Why don’t we go ahead and let everyone else ask any questions they may have and then I can possibly cover that at the end.

JASON: Okay. You want to accumulate your answers?

TROY: Oh, right.

JASON: Okay. We’ll do that then, that’s fine. The next person signed up is Janice Millward. Just give your address.

JANICE: Okay, my address is 2792 Kelly Toponce, Bancroft. Argument for consolidation which merges districts and centralize or manage them - manage that rests primarily on two presumed (inaudible). The physical efficiency and a higher quality education, contemporary research does not support claims about wide spread benefits of consolidation. According to a recent study of consolidations of schools districts - of schools and districts entitled, “What research says and what it means.” Research suggests that impoverished reigns in particular often benefit from smaller schools and districts and they can suffer irreversible damage if consolidation occurs. In two-thousand eleven a brief was published by National Education Policy Center. The research also raises doubts about the benefits of consolidation. Policies that promote school consolidation are more likely to
do - are likely to do more harm than good concluded the researchers. Most State's that decide to ignore the research and push district or school consolidation usually use the combination of either direct or indirect financial incentives. Some of the more common sticks and carrots used by States promote consolidation; is to structure, the school funding formula in ways that directly or indirectly provide more money for larger districts or schools. It's the (inaudible) that forces communities with small schools and districts to provide a larger share of funding if they want to maintain their school. This can put enormous pressure on the local tax system and in some cases pit communities against each other. Small schools work, not just because they are small but because their size provides greater opportunities for students to excel in the context of the manageable caring, cohesive, and safe environment. The limitations of a small district are few, the advantages are many. The curricular limitations of a small school are eliminated by providing distance learning technologies in a small school district by facilitating these technologies it strikes down myths related to school and district size. The whole rational for more opportunities in a consolidated district disappears. According to the rural school and community trust, they make the point that because population sparseness, that defines rural areas, small schools and small
districts, do in many instances have higher per pupil cost. But consolidation
does not eliminate these costs, it tends to shift them. For expenditures such as
transportation, for district from students, to more bureaucracy and decreased
parent involvement. Many districts have found residents less willing to support
increased school taxes after consolidation in part because of this over promoted
safe and even reduced tax burden. Schools are essential components of rural
economic and social communities and in efforts to prevent the loss of population
and wealth from rural areas, consolidation may not immediate result in the closing of schools but it often
does. Are you willing to leave it up to a new school board on whether to consolidate our schools or bond for a new one. Both Grace and Bancroft both need schools and we have to still get a super majority of people who may not have the same goals and investment in our community as our own patrons. It is difficult to pass a bond under any condition, as we already know. Are you willing to take that gamble? To me the devil is in the details. Our school is the anchor of our community, it is governed by adults who are closely connected and responsive to our students and we have the opportunity to participate in supporting sports, booster clubs, volunteering and involvement in decision making. According to a report of the Idaho Legislature, they examined the feasibility of consolidating districts and found that
consolidating three types of services, purchasing of
supplies, transportation and staff development could yield
potential savings. These are possible without the need for
consolidation. Our district has already taken steps to - for
cost saving measures. We already share a superintendent.
And I think we should consider these other measures to
approve physical efficiency. If we consolidate there are
many unknowns as to the future of our school. We would have
to pass a bond within three years to benefit from the state
incentives, with a supermajority. Given the difficulty we
have had trying to pass a bond, there is little evidence to
assume that this would happen. That being said, what are any
viable options should a bond not pass? Also, it would be up
to the new school board whether or not to even propose a
bond. We have the power to decide our future and what is
best for our children and our communities. Whether to build
a new school or to consolidate and it all depends on what
vision you have for our future.

JASON: Thank you Janice. The next name on the list is
June Angus.

JUNE: June Angus, 1147 oops, 1146 Lundgren Canyon Road.
I don’t even know where I live. As I sit in this building,
I get very nervous, because the structure report shows that
this building is not viable. And that’s what makes me
nervous. I get nervous sitting here. If I had a child in
this school, I would move them, because this is not a safe
building. The structural study showed that it was not a safe
building. I don’t worry about earthquakes as much as I worry
about other things, like a beam falling or a fire; and this
building is not viable. If, we did district consolidation,
which I know a fair amount about; the district could hold -
we could have a school here but a K-12 school would have to
be built, in order to maintain what we have now. That’s a
fact, this building is not viable for students, we have been
told that and yet it might last for a hundred years. But
this is an unknown and a chance we take with our children.
It would take us one death of a child to cause us to be
concerned, and you know I closed a school in Ames Iowa and I
didn’t have as much turmoil as this has been. And it is very
interesting to hear and to listen to what people have to say.
I think this was a good study. I - district - by doing
districts you keep your own identity, but you would not keep
your own identity if you were not a K-12 in this build - in
this school - to have a K-12 school here. That’s the only
way that you can keep the North Gem identity. There might be
an elementary school here, that’s possible but that would not
keep the North Gem identity. The other thing that really
concerns me, I go to legislature every year and I have talked
to school districts, small districts all over the state of
Idaho. I have listened, I have talked to legislatures. The
problem that we have with bonds, there has been very few
bonds passed in the last ten years for building buildings.
The ones that have been built are big ones like Idaho Falls,
Boise, Meridian, Nampa. Those are where the buildings - the
bonds have passed. In passing a bond, most of the school
districts I would say - all of the school districts who have
ran bonds have had to run it more than one time; sometimes
four or five, before it passes. By doing that, yes, if you
consolidate, you have three years to consolidate and build
buildings with this - with the percentage of help from the
state. I don’t believe that will happen folks, because the
first - it takes time for people organize this and to get it
passed. I do not believe - I think there would be slim to
none that you could pass a bond in the three year period.
Know the communities, because people are concerned about the
tax impact, no matter what it is. No matter where you live,
how much property you have, that’s a concern. It doesn’t
matter whether the building here costs this much or the
building here costs this much. Yes the State of Idaho has a
lot of poor buildings. I think the legislature needs to do
something about this. I’ve talked to them many times - the
State needs to help the Districts, and I think that it would
be very - if that’s what you’re bidding on - if you are going
to vote, and think you are going to save all that money in
that three year period. I think you are dreaming, and that’s
my concern because it may never happen. But to keep your
identity as a district this is - we would have to have a K-12
school here and it could not be in this building. This has
not been condemned, it has not been condemned but if you
study carefully the structural study of the entire building,
you would realize this is not safe for children. Thank you.

JASON: Thank you, June. The next name that I have, is
Ted Barnes.

TED: Ted Barnes and I live over at 290 South Second
West. I moved up here in 1967 and watched this town go
downhill slowing all through the years. Where our school is
the number one employer here, I feel, if we lose our school
out of this area, it’s going to do nothing but damage to us.
Know I work for the road and bridge department for years and
I believe our kids are a lot better off in this school than
they are out on those highways. You talk about that road
from Boise to here. That’s nothing. But our kids are a lot
safer in here than they are out on these roads. Another
thing, my wife and I moved up here from Malad in 1966 we’re
Malad Dragons and we didn’t care for Grace then and we still
don’t. (Cheering and laughter)

JASON: Thank you Ted for the local color. The next
name that I’ve got is Malissa Barfuss.

MALISSA: Malissa Barfuss, 154 East Davids Drives. As
of the vote thing, they might have fixed some of it, from
what I understand though as long as you are in school, you
would never have to have lived in Bancroft a day in your life
to vote. Right! We have people that have never lived, don’t
own land here and there voting to decide where our schools
are going. So anybody that goes to ISU, you want to vote,
vote in Bancroft, send your mail here and you can vote here.
And you can decide what we do with our schools. So, that
answers your question, Tad.

I have lots of questions, so if you want to write them
down and answer them. Levy’s: right now we do a hundred
thousand dollar Levy, Grace does a hundred fifty thousand
dollar Levy – put those together, do we get to vote on our
own Levies, pay for our own Levies separately. Do we have to
vote on a new two hundred fifty thousand dollar Levy to go
through? Because that is how you maintain your schools right
now. That’s questions one, do we do that together or
separate.

VOICE: I can answer that it would be combined as a two
hundred and fifty thousand dollar Levy.

MALISSA: So we would now vote on a two hundred and
fifty thousand dollar Levy, instead of a –
VOICE: it would be assessed district wide.
MALISSA: Okay, second question is, what happens after
enrollment drops after seven years?

VOICE: What happens then is there’s a provision in
state law that basically says that instead of dropping to the
new level that is reflected by the attendance that you have,
it basically drops half way to that point.
MALISSA: So how do we fund our schools when it drops
halfway?
VOICE: It would drop halfway from that protected level
down to whatever the new level was.
MALISSA: Alright so how do we fund our schools, if it
we lose that money?
VOICE: If you had lost say twenty percent of your
students over those seven years, it would drop ten percent.
Although, I guess I would point out that if you don't
consolidate, and you lost twenty percent of your students
you'd lose twenty percent of your funding.
MALISSA: But do we - right we do, but as a small
district anyway, we'd get bonuses because we are so little
right. Right?
VOICE: And you would continue too after consolidation
unless they decided to knock all the buildings down and build
one big building. But if they were maintaining or building
new buildings in the two communities, the funding, those
sparsity factors that you get for having remote schools, you
would continue to get, because the two towns are just over
fifteen miles apart.
MALISSA: So we would still be the same - we'd still
that — a two A school — it would be the same size even if we combined. So we would be the same funding even if we combined. So the advantage would be only the thirty-seven percent that they will give us if we can get together and pass a bond that’s three-fourths percent. That’s the only advantage?

VOICE: There’s that there’s the you know seven year protection which you don’t get if you are on your own separately and then kind of a fifty percent protection that you get after that which you also don’t get if you are on your own.

MALISSA: Okay, when we vote on this consolidation thing do we do it as one district two schools, or one district, one school? Is it going to be separate vote or is it just going to be a consolidation vote?

VOICE: The consolidation vote would have to pass by a majority in both school districts.

MALISSA: No, but I mean do we get to choose if we are going to keep our schools separate or if we are one school?

VOICES: No.

MALISSA: We vote for consolidation, period, right?

VOICE: You vote for consolidation and then it is the school board which is made up of the existing school board members that would make decisions.

MALISSA: The teacher’s pay? Do they all get paid
exactly the same? Because they are not getting paid the same
now, so if you consolidated would they all get to get the
same pay?
JASON: They would likely all get the same pay, I'm not
not aware
MALISSA: So it would have to go up?
JASON: I'm not aware of any school districts that have
separately salary - separate salary schedules for different
buildings and so I would think that the new school board
would adopt one salary schedule.
MALISSA: It's supposed to have the district building
here because that way the Thatcher elementary and the Grace
elementary would get more money for their schools. What
would happen to Bancroft elementary, they would get the
funding and we wouldn't?
JASON: Actually, really the way that it works it really
doesn't matter what town you put the district headquarters in
that - because the -
MALISSA: You just told me that it was more than ten
miles away -
JASON: More than fifteen.
MALISSA: No. Elementary, we are talking elementary.
You said because the elementaries were more than 10.1 miles
away that the district office being away from them they would
funded higher if - for those two schools and in fact that's
what you said right?

JASON: Here is the benefit that you’ll get by being so many miles away. The benefit you get is that your attendance gets counted for that school as if it were a separate school district.

MALISSA: Right.

JASON: And so –

MALISSA: So you’re going to lump all of that money together

JASON: So if – so if you – so if you put the – the district headquarters in Bancroft, well the – the – only have one elementary school in Bancroft it’s not being combined with anything.

MALISSA: Right.

JASON: And then the one in Grace is at least ten miles away from the elementary and the district office here so it’s funded separately.

MALISSA: So they are going get funded right?

JASON: And then the one in Thatcher is also at least ten miles away from the next nearest elementary and district office.

MALISSA: And they get funded more?

JASON: So they get funded separately too as if they were three separate school districts.

MALISSA: I understand consolidation because I’m from
Bancroft, I'm from Star Valley High School, so I get consolidation. I think that you're selling your vote for a chance at thirty-seven percent. You're selling your (inaudible) for a chance at thirty-seven percent.

JASON: Thank you MaLisa. Next name on my list here.

Hailey Perry.

HAILEY: I have a - oh - I'm Hailey Perry. I live at 140 South Third West, Bancroft. My question, I was confused on the pay for the employees. Is the - I'm currently an employee in Bancroft and I have one kid in school now and one coming. I have two jobs here so does that mean - I'm not a teacher. I'm not a secretary. I'm the janitor and a cheerleading coach. That were, two part-time jobs. Am I part of that? If we consolidate or would I have to reapply for my job and hope I get it?

JASON: I think if there is - you know - there's still a school here so there's still going to be jobs in this school. You know really when you combine a school district, the positions that tend to get looked at are usually more in the - on the administrative side. You know - that's where you sometimes have some opportunities for efficiency but you know in the - in the more classified type positions often not as much there because you know there really - those - those jobs many of them are really tied to the school building and as long as you've got a school building operating, there you
need some people to do that work, so – you know that’s a –
those things are decisions of the school board.

HAILEY: So I’m leaving my job and my kids’ future in
the hands of Grace if we consolidate? Because I don’t think
they are going to vote for schools in Bancroft. Thank you.

JASON: Thank you Hailey. Next name that I’ve got is
Melanie Hatch.

MELANIE: 3023 Chesterfield Road, Bancroft. I don’t
really have a lot to say but just sitting here listening. I
think that just the consolidation studies have to be looked
at for every different school and ours is very different.
Our situations are different from the huge schools and that’s
what this community has been doing and they’ve done – they’ve
spent a lot of time – what they’ve looked into. Basically,
their plan in general is to just keep everything how it is.
Keep a school in Bancroft, keep a school in Grace but we do
benefit from the extra funding for the bonding which is huge
and do have that seven year protection because we all know
that class sizes are going down, so that is a benefit.

I have another thing that gets to me is it’s Grace
verses Bancroft. It’s not Grace verses Bancroft. If we are
one district, we are going to be doing what’s good for them –
what’s good for us. If their school – if we are not going to
vote on their school if it’s just to benefit them, we’re
going to want to benefit them and us. I don’t really have
anything else.

JASON: Thank you Melanie. Next is David Banks.

DAVID: I’m David Banks 3229 Banks Road, Chesterfield.

My question is – is the 15.1 miles set in stone?

JASON: Uhm.

DAVID: Or do we maybe pass consolidation and somebody measures it and it’s 14.99. I want to know if it is set in stone? (laughter)

JASON: The – you know – we all

DAVID: (inaudible)

JASON: have – yah the fifteen mile limit is set in

State law.

DAVID: I know but your 15.1 that you’re talking about.

Is somebody going to come drive it?

JASON: the 15.1 measure, that’s – you know what we do...

DAVID: Because I can get to Grace faster than fifteen miles. And maybe if they don’t want to pay it are they going to say it’s 14.99 and not pay?

JASON: We have looked at the map and

DAVID: Well that’s my question – is it set in stone

(inaudible).

JASON: Yah, we – we looked at the map and tried to find the shortest route and google mapped it and it said. 15.1 and so that’s what we would go by.

DAVID: Okay, that is my question. I didn’t want to get
it then they say 14.99.

JASON: Yah.

DAVID: Now my other question is in the consolidation study, I just had a question. I didn’t see any improvements in academics, in that whole study. Nothing changed. And I thought that’s what we were trying to do was improve academic. It looks like to me it’s all about money. And in my opinion, I’ve never found free money and I don’t think there is free money. (Clapping)

JASON: Thank you David. Next I’ve got Christopher Banks.

CHRISTOPHER: Christopher Banks, 3231 Banks Road, Chesterfield. Mr. Hancock, I have one question for you. This money is mandated but has it been appropriated or does it still have to go through (inaudible)?

JASON: If you are talking about the extra assistance for the bond.

CHRISTOPHER: For the thirty-five percent.

VOICE: Yah. The way that that works is you know there’s different components within the public schools budget and most of the money consists of what we call statutory distributions and then you have earmarks and things like that but most of it is statutory and so what ends up happening with the statutory money is that you know the legislature when it sets the appropriation for public schools they do the
best job that they can. And we help them with that in estimating what those costs are going to be in the next year because you know they are driven by a State law formula of some kind and you just don’t know from one year to the next. You know which districts are going to pass bonds or how many kids are going to show up and things like that and so we kind of – we tracked the trends and we appropriate based on those trends. Now, sometimes we are high, sometimes we’re low.

But the legislature here about ten year ago and I helped them do this - set up something called the public education stabilization fund. You know which has worked really well and what that has done is that rather than kind of leave it to chance whether there is enough money in the school’s budget to cover everything that it is supposed to cover is they just say, you know look – the stuff that we’re required to fund by law, we’re going to fund. And we are going to take it off the top of the appropriation for public schools. And if – if there’s more money in that appropriation than we need to fund all of these formula’s and we have a little money left over. We’re going to put it into this fund. And on the flip side if we have to send out more money than we expected to for any of these statutory items then we are going to go to that fund and get it. That fund has sixty-three million dollars in it right now. So you know we’ve never had to – we’ve never had to short anybody and if
we did have to short people, you know theoretically if that ever were to happen, which I don’t expect it too with a fund that large but if it did, you know we’re - I mean - we’re typically off anywhere from maybe zero to fourteen dollar - fourteen million dollar in any given year. And if we did have to go and - if we ran out of money it would end up shorting the discretionary funds that districts get - not this stream of money - this comes off the (inaudible)

CHRISTOPHER: I guess my concern is - is that if there is sixty-three million dollars sitting in the state of Idaho why can we not then improve this issue of education in Idaho instead of what we are doing now. Also the other two comments that I have - if anybody would like a copy of that building study that was done by Keller and Associates, I have hard copies and I have it digitally, so I’d love to hand it to you if you’d like to see it. And the third thing I’d like to say is - is I’ve been taught and raised to stand on my own two feet and take care of myself and I hope that we can stand up on our own two feet and take care of ourselves. (clapping)

JASON: Thank you Chris. Next person signed up is John Banks.

JOHN: I wasn’t sure that I wanted to talk, but I signed it anyway. One question I have is - is I was at the board meeting the night this petition was presented to the board. This petition said the reason that we are doing this that
North Gem is not giving the kids a good education. That's not what's being said here. So where did it change? I want to know that. The other thing is Melanie, I understand what you are saying its Grace verses North Gem it's been that way for years but we are friends with people from Grace, I respect the people from Grace. I do not feel that by consolidating the school that we are going to gain anything. The reason is five million dollars. How are we going to fund - how much the joint -

VOICES: Thirteen.

JOHN: Thirteen? How many buildings can you build for thirteen million? Think about it. How many buildings can you build for thirteen million? One thing is - is I have a lot of ancestors that have grown up in this valley. I walked into the school down here, I see a plaque on the wall and my granddad was on their. As a school board member when they built the school - the newest part of the school. He gave up a lot for me, I feel like I need to give up a lot for others. I don't have any kids in school right now. I don't. I have a grandchild, I hope comes to here but I just don't feel that we have the answers we need right now to say, that we could pass consolidation. You can pass it but what's - where's the guarantees. That's what I want to know - what is going to happen if we consolidate. I need to know them answers before I can vote. If I can't answer those questions, how am I
supposed to be an informed voter? I’ve been left out because
I didn’t sign a petition. I don’t know what the discussions
have been - I don’t know. I’ve heard a lot of rumor what the
discussions are, I don’t know what they are. I’ve been told
where I work, we’re the laughing stock of the County. We
are! We are the laughing stock. We can’t get along with
ourselves how are we going to get along with two districts?
And all - the only thing I ask is vote, vote your conscience,
think of what you are going to lose or what you are going to
gain. I’ll respect you - I’ll shake your hand - I will not
judge anybody but I want you to realize that about - this
community is divided, very bad right now. And that is the
saddest thing that I have seen, is how divided it has been.
And that’s all I’ve got to say.

JASON: Thank you John. Next person signed up is Ralph
Peterson.

RALPH: Ralph Peterson, 170 South 300 West, here in
Bancroft. First of all I want to begin - my first thing I
have on my list is following what John said. The most
important thing to me is the community and the people in it.
I have people I respect very much who think as I do. I have
people I respect very much who think quite differently. Most
important is how we treat each other. We can disagree
without being disagreeable. That’s the number one thing in
my mind, I just want you to know that. The second thing that
is most important to me is to have a school here in Bancroft.
That is very important to me. It is identity of the
community and I think it is important. As I looked at this,
I do have the one question. It says, what does consolidation
mean - it does not require combining schools also it doesn’t
forbid combining schools - because we cannot do that. I’m
wondering, I don’t think so but I’m going to ask. Is it
possible to have as part of the consolidation plan something
that says that if we don’t get a school here in three years
the consolidation is null and void? In know there is a way
to undo it - that’s a whole lot different way than putting it
in the proposal in the first place. Do you know?

JASON: Yah, there’s is not a - (tapping)
RALPH: Want to borrow mine?
JASON: I’ll speak loud. (laughter) There’s not a -
there’s not a legal mechanism to put what I guess you would
call a poison pill in consolidation that would automatically
undo it if this and this and that didn’t happen. There is a
process for deconsolidating Districts which you could go
through, but you would have to go through that process.
RALPH: Right, thank you. Something has been said here
a little bit about the educational - the education for the
two schools. Quite frankly, if you look at it both schools
rank very high; so, I don’t think there is a problem. I
don’t think that the education is the case. I think there
are other things - I mean you can look at extra-curricular activities. There's pros and cons I would worry about fewer of our students participating because that is what would happen. Our teams might be better in sports but there'll be some who play sports in both schools who would not be able to make the team when they consolidate a school.

And the last thing that I'm going to put out there to be very - very careful of consolidation may be the most expensive option. If there is consolidation, and there's not a school built here, starting in eight the amount of funding per student is going to drop dramatically. Yah, there's some safeguards but that amount is going to drop dramatically. How's that money going to be made up? Forever, higher taxes.

That's the only way to do it, that's the concern I have, I'm not saying that it's going to happen. I'm saying that that is a real possibility that could happen. But I want to go back as I finish one last thing. However, you think is not as important as how you treat those that are with you and those that are against you. Thank you.

JASON: Thank you Ralph. Next name is Chris Knox.

CHRIS: I'm Chris Knox, 950 Miles Road, Chesterfield.

First of all, I kind of wanted to discuss a little bit some of the things that have already been said. Jason, you talked about some general reasons for consolidation and one of the first things was financial and what Chris Banks brought up

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about the appropriation and so forth, I think the guarantee,
well if anything is guaranteed the most guaranteed part of
the appropriation is the twenty-five percent, is that
correct? So the additional, could be variable that brings us
to thirty-four. Are we guaranteed thirty-four for sure?

JASON: No, there actually both of those are – it's
through the same program so it's all guaranteed funding.

CHRIS: Okay so it comes to thirty-four percent. But
that leads us to several if’s and if we – if we do pass a
bond both in the school here in Bancroft. That does not mean
we cannot continue to research and discuss the benefits and
draw backs of consolidation that have been raised. We can
pass the bond, build a school here and still discuss
consolidation. That door is not shut by passing the bond,
however, passing a bond here in Bancroft to build a new
school is the only way that we can guarantee that a school -
a K through 12 school will exist, going forward here in
Bancroft. By introducing the issue of consolidation, we’ve -
a situation has been created when which several scenarios
could play out and there’s four possible scenarios. One is
if the bond to build a school here in Bancroft should fail
again and a subsequent vote for consolidation should fail.
We’re left with an antiquated school and a need build a new
one at a higher construction rate and inflated interest rate.
So I know there are a lot of people that – that are voting
down the bond because they think this three year idea of getting the State money and passing the bond after its validation ends in three is going to save them a ton of money. I think that’s a little bit - there is a misconception there. But there is no guarantee we would end up with a school. If the bond fails and a vote of consolidation passes, then any future bond vote to construct schools in the new consolidated district would be subject to vote of all of the residents within the district. Bancroft residents would be significantly in the minority and we find ourselves - we could possibly find ourselves liable to pay for a bond for schools to be built in Grace; which has already been discussed. If we pass a bond here to build a K through 12 school the issue of consolidation can still go forward. We could still consolidate but we are guaranteed then they are not going to - you know we’re building a K through 12 school here - it’s going to be a new school - it’s already bonded for, that school will exist. I mean at least as long as this one - at least for the hundred years this one has existed and then they can have this argument again. If the bond passes, we are assured of a school in Bancroft, regardless of what the outcome of consolidation is and that - that’s the main point.

The arguments by - for the defeat of the bond and the pursuit of consolidation maintain that bonds passed in three
year following consolidation are subject to the twenty-five percent or thirty-four percent of said bond being paid by the State, which is true however, there are if’s to this reasoning. First it’s assumes consolidation would pass in both districts. So again, if you sure are not passing the bond at this point because you think you are going to save that money. It still has to pass in both districts. Second, it has to be approved - any new bond going forward would then have to be approved by two-thirds majority of voters in the new combined district within three years. So, I think Jan spoke to that - that there’s a lot of if’s to that. Thirdly, it assumes - so there are several assumptions here. That a new consolidated school board representing Grace with a majority of voters and Bancroft in the minority would vote to build a school in Bancroft. Well funds might possibly be designated for an elementary school in Bancroft, it’s highly doubtful that grades six through twelve would be house here. In addition to the many hurdles’ to clear this process would take several years. If successful, the cost of construction and higher interest rates would mean getting less value for dollars spent. Another question - well to go back to Jason’s questions first of all - you talked about efficiency but the discussion has been I think, was it Troy - I’m sorry I don’t know you. Was that the plan, although there is no way you can guarantee this which is what’s come up over and over
again. The - a school and I'm hoping you're saying a K
through 12 school would be kept in Bancroft. I'm not sure
where we get the efficiency benefit if we are in fact going
to keep all of the schools. And thirdly, the - other - the
third benefit you said general was to share administration
and my question there is, who do - we have on administrative
staff if we have all of these schools still. Besides the
superintendent, that we already share how many staff does the
superintendent have under him that the super - the
superintendent staff not individual school staff?

JASON: Is that a question?

CHRIS: Well there are two. Transportation directors,
food service coordinators, curriculum directors - those are
the - those are the people.

CHRIS: So it's - there's not a necessarily a great
savings on those.

JASON: Those - that would be -

CHRIS: And what would happen to those people - again we
are back to losing jobs if we - you know if we go forward
with that. The mistake on the ballet, I think has been
explained. The bond cost was another question. There has
been a lot of confusion over the individual costs to tax
payers - if we bond for a new school here in Bancroft. Again
regardless of consolidation, that can come later. There is a
vote May twentieth for a bond to build a new school here in
1. Bancroft. My understanding is if a consolidation by the time it passes its way through the State, (inaudible) and ends up to a vote it would be probably this fall?

JASON: I would think that the very quickest you could have a vote back here is in August.

CHRIS: In August, okay.

JASON: That would be the very quickest.

CHRIS: Okay, so we have a bond vote before we have a consolidation vote, basically.

JASON: If you have a bond vote scheduled for May.

CHRIS: We have one scheduled for May.

JASON: Then you would.

CHRIS: Yah, so that's what I - the point I am making is that we have a bond vote. If we pass the bond, we can still vote yes on consolidation. If we think that's a great idea. We don't have to be against that. But then we know we have a school here for at least the next however long our school holds up - a hundred years.

But there has been confusion over the cost to the tax payers of the bond. Right now we are proposing this forty-eight - four thousand - million eight hundred thousand general obligation bond to be repaid over twenty years. It requires a tax increase of .00345. That means that you take your tax assessment. Whatever, your latest assessment was on your property value because there has been a tremendous
amount of rumor out there. That taxes are going up some huge
percentage amount and people are throwing around crazy
numbers. If this - everybody can do this math it's not hard
to do. You get your latest tax assessment for whatever your
property is worth and multiply that by point zero, zero three
four five and you will know how much your taxes are going up.
Don't be listening to scare tactics or people telling you
that you know it's going to cost a tremendous amount. As
John was saying there's an investment I think to be made in
the future of education. Can I take his question?

JASON: Is that on the amount that the county assessor
tells you or the half amount that you actually pay?

CHRIS: That's your assessed value of your property.
The total assessed value of your property. What your
property is worth to you know as assessed by the - by the
county assessor.

JASON: Okay.

CHRIS: So just - we need - we need to clear things up
and just use that formula and then everybody can do their own
math. It's not that hard. You can - everybody has a
calculator. Okay. (talking inaudible) I'm the end. I'm the
last aren't I?

JASON: actually you are that's why I was kind of
cutting you some slack.

CHRIS: Well the only other thing that I wanted to
mention was the idea that has come up that you can undo consolidation. Two of the things you have to do to undo consolidation are bonds passed utilizing consolidation incentives, which is the whole - I think - why a lot of people are for consolidations. They think they want this new school here but they think they are going to save money. Any bonds passed utilizing consolidation incentives from the State have to be paid back. If we decide to unconsolidated and that’s not - there’s no statute of limitations on that as far as this says. And secondly that it has be voted on and approved by the majority of both communities. Now North Gem has grown over the last several years. We’re not in decline. We are growing. So this is more of an absorption than a consolidation, in my opinion. So I would be very doubtful that the majority of both these communities would every - would choose to undo consolidation. Thank you.

JASON: Thank you Chris. Now there were a couple of - well first - you know, is there anybody who wanted to sign up or who didn’t get signed up? Okay. There were a couple of questions that Troy I was hoping you could get up and address. One was on addressing what are the facility needs in Grace, right now if you were to run a combined bond for the consolidated district. What would you be looking at putting in there for Grace? And then also just the question that came up a couple of times about kind of what’s the -
what's the plan for academic improvement.

TROY: Okay. Where to start? Tell me your first question - I can run - I'm a single question guy and I

JASON: I'm a famous mono tasker in my office, myself, you cannot ask me to do two things at once, so.

TROY: Yah

JASON: The first question was just on the facility needs in Grace and what kind of - you know one of the things that you would be looking at putting in a combined bond issue for a consolidated district for Grace.

TROY: Okay, the facility needs in Grace are very similar to North Gem. You just haven't heard us talk about it because we have not started to talk about it. There's a let's see Thatcher elementary was built in 1919 if I remember correctly. Grace elementary 1938, Grace High School is 1951, if I remember but I'm not quite sure there. So our infrastructure is old. Delay and I might actually kind of address the second question. The question was about the academic improvements. As a consolidation committee, as we looked at the different variations that we thought might be opportunities out there, as well as looking at the infrastructures slash the opportunity that both districts provide for our kids. As you're well aware, both schools are five star schools. Our teachers, our administrations does - do an excellent job of educating our kids with the resources
that they are provided with the - everything else that they
have to deal with day by day as far as the funding levels and
what’s provided from the State. You know both of our
communities are really blessed in that manner. But the - it
boils down to that yes Grace, needs, the infrastructure as
well as - as much as North Gem does. Just in the last three
years that I’ve been on the board - you’ll probably have to
correct me Jamie on numbers, if I’m wrong or not. The very
first year, we ended up replacing the roof on Thatcher
Elementary because it had some serious issues there. We’ve
had some boiler issues and if I remember or if on average we
spent anywhere from forty to eighty thousand dollars just in
maintenance costs in the last three years to maintain our
physical facilities. So I see that if we build new
facilities in both communities that wouldn’t (inaudible)
disappear or be very minimized in that aspect which would in
my opinion offset the hundred fifty thousand override Levy
that we have per year as well as the hundred thousand
override Levy that you have in your community as well. The
next item as far as the bonding; I’m not aware of any other
place that you could go and receive a thirty percent plus
return on your investment that we would receive in bonding
with the - to the capacity that both districts would have
combined. Let me review those numbers for you a little bit.
Currently, right now, North Gem has a bonding capacity based
on the value of your property in your community. Your
district could go out bond up to one - five point one million
dollars just a little bit over that. But - and you're well
aware of your district - your building is currently being
proposed is four point eight million. With four point eight
million as your current building, I have in my calculations
at a four percent interest rate for twenty years. A person
who owned a hundred thousand dollar home or property value
would be paying roughly a hundred and eighty-two dollars per
year. So if somebody else has different numbers there
correctly me please because I'm not sure if that is correct.

VOICE: (inaudible) to the assessor's office and he told
me it was three hundred forty-five dollars per hundred
thousand bonding. But there is very few who has a hundred
thousand dollar house. By the time you pay for the circuit
breaker and everything else, so that's with that was the max
- I think it was three forty-five per hundred thousand.

TROY: Three forty-five.

VOICE: That's what the assessor told me.

TROY: That's what he told yah. Okay.

VOICE: The bond at what they wanted.

TROY: Alright, well I'll have to get my numbers
reviewed because I've got different numbers here -

VOICE: It's a hundred eighty-two. (inaudible - many
voices speaking at once)
TROY: Yah, that’s what I was going to say. I am working off of a spreadsheet that Zion’s bank has provided.

VOICE: Correct.

TROY: And so.

VOICE: That’s what they told me at the assessor’s office.

TROY: Okay, alright so once again we’re trying to go off of this. Let me actually throw out this one more thing too. If I may, because this is stuff that I’m going to say in tomorrow night’s meeting at Grace and I don’t know if you are going to be there or not. There is a lot of concern in North Gem about losing K through 12 – personally, I’m not concerned about it because I don’t believe in building a building out in the middle, I don’t believe in pulling people from their own community. You also have some leverage. The voting population in the way the new trustee zones would be divided, you’d in essence have forty percent of combined population if that makes sense. So forty percent is your community, sixty percent of course what the Grace community has into that consolidated effort. And so if a new – if a board comes forward and proposes to say hey guys we’re not going to build a K through 12 in North Gem. We are just going to save – we’re going to ship everything to Grace, I think you have the power to kill it. Just like the bonding is currently taking place. Because you require sixty-seven
percent and it requires two-thirds for majority in order to
pass that bond and so I honestly - I don’t believe that
anything can happen there. My own personal opinion, I like a
lot of people in both communities and I think there’s - we
hold a lot more similarities than differences and I even like
a lot of people in Malad too so. (Laughter) Go ahead.

VOICE: Can you figure out something for me - if we
passed the bond before we vote on consolidation, and then we
decide - and then we consolidate who’s responsible for that
bond? Is Grace going to help us pay it?

TROY: No, what happens there is that if North Gem
passes the bond before consolidation is approved then - and
if you consolidate as a district after that then what happens
is North Gem becomes what is called a sub-district and that
bonding debt is retained with that property and so in essence
there is no sharing.

VOICE: (inaudible) we would be paying for the bond
plus?

TROY: Yah, and I’ve - and so you know in my own - I
don’t know if I should say this or not - I personally
wouldn’t want to go down that path. I wouldn’t want to in
essence because we need buildings in Grace, I wouldn’t want
that double taxation in essence to hit North Gem. If that’s
an appropriate way to say it.

VOICE: (inaudible) Everybody should think about whether
to pass this bond or not - (inaudible)

TROY: Let me, Yah, let me keep going through and see if
I can answer this and - the - so in essence you’ve got 60/40
you’ve got there - there is another question I wanted to
answer I wanted to answer regarding teacher’s funding level,
Grace currently pays their teachers the same funding rates
that North Gem does and that just with the State we don’t pay
them more, we don’t pay them less, we can’t so, there is no
differences there as far as teachers and so forth. They’re
paid on that scale that’s provided by the State. So, I guess
back to my other question, like I say, I’m a hard guy to keep
on one task here. The combined bonding capacity for North
Gem is at 5.1 currently with Grace is right at just barely
over 8 million. And so a combined bonding capacity for both
of them is 13.1 million. So in essence what would happen
with that being the case - if we were to bond - if there
wasn’t this incentive to build and we went at say a 12.8
million - if we wanted to you know to say let’s go ahead and
build K through 12 in North Gem and then let’s take care of
one major building or two, whatever, you know like I say I
have no idea how much we would be able to do, whether we
would at that point we’ve got to come up with the decision -
do we want to keep two separate elementaries because that
incentive for the ten mile distance technically would not be
there as a consolidated district, so would we want to just
build one building would we want to do some improvements to
the High School to make sure that it can go along for another
twenty years? Those are the questions that would have to
answered and I agree we can’t guarantee that but you know in
pure numbers I’m looking at it as saying I have no idea where
we can invest our money to receive a thirty percent return
and to be honest with you, it’s not money that we are being
given because we’re all tax payers and we’ve all paid towards
that sixty-three million dollars, it’s not that we’re getting
a free hand out coming back it’s just that we’re getting the
money that we’ve already put towards it and so maybe another
way to look at it.

VOICE: So if – if we were bonded at the highest level
as a combined district how much would that break down per
hundred thousand dollars?

TROY: I have a spreadsheet here, it’s got all of those
formulas built into it. I’ve played with it from anywhere
from 12.8 million up to the full 3.1. Taking your in – I
don’t recommend going clear to 3.1 because we have no idea no
interest rate is going to do there. Because even just a one
percent flux can change that dollar amount by twelve dollars
in essence, so if you move from the 4 percent to the 5
percent your taxes go up twelve dollars each year just from
the interest rate so for the new board to move forward with
this, it needs to be done quick, in my opinion. And
1 definitely think we can do it. One just a second, let me,
2 I’m, like I say I’m - got to keep moving here so or I’ll lose
3 my train of thought again. To answer the question of what we
4 would be spending if we had a bonding effort to go through
5 for 12.8 million, with that twenty-five percent incentive
6 from the State and of course you know our combined
7 consolidated district to .91, so that puts us down to that
8 .66 index level and drawing that into the play a 12.8 million
9 dollar bond would cost a tax payer a hundred and thirty-seven
10 dollars each year for twenty years. Under that bonding
11 effort. Like I say, there’s - the different things that need
12 to take place there. Jason did I answer everything?
13 JASON: Unless you had anything more on the academic
14 side or if you want to have Jamie say something?
15 VOICE: I got the last side.
16 VOICE: Oh, I have a question.
17 TROY: Oh, I’m sorry.
18 JASON: Yah, I think that if we want to have – if people
19 want to speak, I mean this is a public hearing I mean this is
20 a public testimony here so we’d like to have people come and
21 sign up. You know we have the sign up list – we’ve gotten
22 all the way through it, it wasn’t. I mean it’s set up as a
23 public testimony, so if you want to come in and sign up, we
24 can take more testifiers, we’re all still here.
25 VOICE: Well under hearing rules number seven it says at
the conclusion of the speaker comments, each member when recognized by the (inaudible) officers shall be allowed to questioned...

JASON: Fire away. (Laughter)

VOICE: After the answers to the questions answered (inaudible) - so

JASON: Go for it.

VOICE: you cannot go off on his opinions.

TROY: Oh, I'm sorry, let's take it up.

VOICE: (inaudible) so I've got a question -

VOICE: Go ahead.

VOICE: You said and I understand what you are saying - that at forty percent, even though we're the minority forty / sixty, that we would have the ability to hold (inaudible) if you will so that we can make sure a K-12 in the community but we have this narrow (inaudible) your window for one things, so if we - if we choose to that to try hold, to try to make sure we have the school, we all lose. (inaudible) prove it - because the costs are going up all the time.

TROY: You know that's

VOICE: So we don't have that (inaudible) because we lose too.

(Several inaudible voices)

TROY: Well, I - well that's one thing and that's a differing opinion. I - I'm just - I'm optimistic that we
could - we could do it so. You know that’s one thing that
I’m excited about this process due to the fact that question
about consolidation has been in both communities for decades
and in my opinion - this is my second term serving on the
board - I never ever thought it was my right to make a
decision of this magnitude for communities, so I’m excited
about this opportunity. If you vote it down, that’s fine, we
just move forward. But it’s not my right as board to - for
us to come together as boards and say - look at it - maybe we
don’t want to do it and we just break it off - so that part
of the petitions moving forward and taking place, in my
opinion is nice because it has never gotten to point to where
we’ve actually said hey there is thirty-seven percent in
North Gem that want to do it. The other sixty-three or so
don’t want to do it and we just - we go on as - as separate
districts. But then the question’s answered to me and I can
move forward as a board member to represent my patrons and do
what - I’m hoping is in their best interest but before as a
board, I can - you know we can all go off the rumor mills and
so.

VOICE: But you’re told that you should (inaudible) for
- the as you should listen to your constituents and vote the
way they want you too. Not the way that you think is the
best for the school?

TROY: No - no I’m not voting.
1. VOICE: No (inaudible) (laughter)
2. VOICE: You said that - that you feel like you should
3. (inaudible) say and then go back to (inaudible)
4. TROY: Well it's just that it's always come forward and
5. at some point in time, because the boards have come together,
6. the board - one board or another has the right to brake it
7. off.
8. VOICE: I just remember being at a school board meeting
9. where I (inaudible) and told you do not listen to
10. constituents do what you feel is right. I - (inaudible)
11. VOICE: I just this (inaudible)
12. TROY: Go ahead.
13. VOICE: You say you have three properties in the Grace
14. area that need improvement and we have one here. And we of
15. course decide consolidate as (inaudible) that thirteen
16. million dollars you're talking about gets (inaudible), who
17. makes sure that we - who gets what we need here? (inaudible
18. voices) are we going to get most of it or are we going are we
19. going to get (inaudible voices)
20. TROY: Alright - and see that's essentially - it's a new
21. board which in essence is the two boards coming combined.
22. You know five members of those two boards so - if you want to
23. go down that argument - it's just a matter, do you trust your
24. board. I can't answer that it's an emotional issue. Next
25. question or can I sit down?
VOICE: I’ve got a question.

TROY: I’m sorry, go ahead.

VOICE: Let’s clear this up - if we consolidate with Grace, and they said we can go ahead and build a new school here in Bancroft it would cost us and including Grace’s buildings it would cost us a hundred thirty-four dollars per hundred thousand.

TROY: A hundred and thirty-seven if you went at those numbers.

VOICE: A hundred thirty-seven per hundred thousand.

TROY: Yah.

VOICE: If we go on our own and build our own school here it is going to cost more than three hundred and forty-five dollars per hundred thousand.

VOICE: No, no - (several inaudible voices)

TROY: A hundred and eighty-two

VOICE: well times 3.349 by zero zero point three four times a hundred thousand - what do you get?

VOICE: three point five - but he’s using a whole different formula - (inaudible)

TROY: Yah, that’s a different formula.

VOICE: (several inaudible voices people talking over the top of each)

TROY: The number that, I think the number that that county assessor was an actual total county tax, it’s not the
amount that's actually going towards the school building. So
the number that I have here is the actual numbers going
towards the school building. The number that the county
assessor probable told yah (inaudible) is the ... 
VOICE: I don't know, I just went in and asked so that I
could be informed and they told me that is what is was.
TROY: Yah so - and so that's the actual county tax rate
- that would be the total tax but the numbers that we're
quoting tonight is the amount that would be actually taxed to
pay for that building.
VOICE: just say apples to apples did you get your two
numbers
TROY: My two numbers?
VOICE: per one hundred thousand? (inaudible voices)
TROY: Yah, my two numbers if - as a consolidated
district, it that twenty-five percent incentive as not
available at a twelve point eight million dollar bond we
would be paying a hundred and eighty-eight dollars per
hundred thousand. So with that twenty-five percent we’re
paying a hundred and thirty-seven per hundred. So -
VOICE: Gentry may I ask you a question?
VOICE: Sure -
VOICE: However ever - how many other districts are
using this formula in their - in the process?
JASON: Right now today, there are none.
VOICE: that’s what I thought.

JASON: The - it’s a relatively newer law it was passed back in - I want to say 04 or 05. We have - you know we haven’t had any consolidations since the -

VOICE: Not many has - used it.

JASON: Right - because nobody has consolidated in the last eight or nine years. (inaudible several voices at once)

VOICE: the first person that does it, they are going to change it a lot.

VOICE: (inaudible voices)

TROY: Any other questions? Just raise your hand. It’s nice to see everyone hear that’s interested and trying to gather as much education as you can without dealing with the emotions and the rumor mill. So appreciate you coming tonight and asking the questions.

JASON: Yah, thank you everybody for coming down and this was a great turn out and thanks for everybody you know keeping it so professional and civil. This is a great community. Thank you.

PUBLIC HEARING WAS ADJOURNED
CERTIFICATE OF TRANSCRIPTION

STATE OF IDAHO

County of Caribou

I, SHARON L. WELLS, Deputy Clerk and authorized independent contract transcriber for the Sixth Judicial District in Soda Springs, Idaho, County of Caribou, as the undersigned do hereby certify:

That she correctly and accurately transcribed and typed the above transcript numbered from 1 to 66 from the digital recording of the Public Hearing presided over by the North Gem School District by moderator Jason Hancock, in Bancroft, Idaho, County of Caribou; which was digitally recorded on April 16, 2014 in the above entitled action or proceeding.

Dated at Soda Springs, Idaho, this 16th day of May, 2014.

SHARON L. WELLS, Transcriber
Caribou County Deputy Clerk
Sixth Judicial District
IN THE DISTRICT COURT OF THE SIXTH JUDICIAL DISTRICT OF THE
STATE OF IDAHO, IN AND FOR THE COUNTY OF CARIBOU

IN RE:
Consolidation Finding Public
Hearing Grace

TRANSCRIPT OF TAPED PROCEEDINGS
Public Hearing
April 17, 2014

BE IT REMEMBERED that this matter came on for public hearing on April
17, 2014, before the Grace School District, In Grace, Idaho, County of
Caribou.
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Grace Auditorium
Consolidation Finding Public Hearing
Grace, Idaho
Thursday, April 17, 2014

PROCEEDINGS

JASON: Thank you for coming out, my name is Jason Hancock. I'm the Deputy Chief of Staff of the State Department of Education and I've been asked to come and out here and help with running this meeting and also help answer any questions that might come up. I've worked around these consolidation laws in the State of Idaho for a little while now, so if you have questions, I can maybe help do that.

The purpose of tonight's meeting this is a meeting that is actually required by State Law as part of the consolidation study process. Is once there is a plan that has been put together on a study for consolidation there is to be a public hearing held in each of the communities, each of the school districts involved and so we had one last night in Bancroft and now we are going to have tonight's in Grace. And the rules under State Law for who is allowed to testify is basically, any elector so any voter in the Grace School District or anybody who owns property in the Grace School District. Those are the folks that are allowed to come forward and say their peace and ask questions.

Before we get into the testimony and I've got several
1. people signed up here and there’s still some sign-up sheets
2. in the lobby, so if you want to sign up and you aren’t signed
3. up yet, you can go ahead and do that and we’ll run off of
4. that list. But before we get into that I’m going to ask Troy
5. to come forward and giving you just a brief overview of what
6. the consolidation committee has been working on and some of
7. the particulars of the plan, Troy?

TROY: I’d first like to thank everybody for coming
here tonight to find out more information to help us all know
what direction we would like to go with this process. Before
I begin, first of all, as a committee, we have been meeting
and trying to answer the questions that are required by the
State to send into the State Board of Education. And in that
process we’ve put together a letter and we sent that out to
all of the patrons in both districts and my first question
is, “Has everyone had the opportunity to at least receive it
in the mail?” Maybe and they may not have read it. If you
have not had the opportunity to or have not seen this piece,
I - grab me or any member of the consolidation committee
afterwards and we need to make sure that you get a copy. As
Jason has mentioned - is - this - this meeting is required by
State Law. The process is that we get together as a
consolidation committee after those petitions were turned in.
The consolidation committee consists of two members from the
Grace Board, two members the North Gem Board and then two
communities or excuse me two members from each community to represent them. So, I'm just going to try to overview some of the things that are in that letter. And basically the questions that are required there. Probably the things that are of interest to you what does consolidation actually mean?

What is going to allow for us is to have additional opportunities to combine other administrative services. This does not mean we will be combining schools. Basically, all of the infrastructure that's currently in place if both districts were to maintain - be maintained after consolidation if it was approved. The other thing that consolidation provides is that seven years after, approved consolidation funding is held at (inaudible) levels so if our enrollment where to drop as a combined district our funding would not drop for a period of seven years. If our enrollment were to increase during that seven year period the funding would increase to equalize - what would be received as a normal district anyway. So that is a - one thing that happens there. The other item that takes place if consolidation is approved is that if any bonding effort proposals are passed within a three year period after consolidation, there is an incentive provided by the State to help with that bond effort and it is significant as we have talked about you know a little bit later.

The other opportunity that we have as a consolidated
1 district is that currently right now Grace takes advantage of
2 a higher funding formula because we have two elementary
3 schools that are more than ten miles apart and that's part of
4 a State Statute. And because Grace elementary and Thatcher
5 elementary are eleven miles apart, we actually have a higher
6 funding formula for - that we receive compensation for there.
7 State statute also provides higher funding level for
8 secondary schools that are more than fifteen miles apart and
9 so with Grace and North Gem they're actually listed at being
10 15.1 miles apart, so there would be a higher funding formula
11 utilized to reimburse us in that manner too.
12 The other last item that we have listed is that
13 currently right now, we're sharing a superintendent amongst
14 both districts and that requires a lot of redundant work on
15 our superintendent part to hit duplicate meetings and a lot
16 of extra work load there that would definitely help up his
17 burden there as well. There is essentially nine questions
18 required by the State to - that we have to submit to the
19 State Board of Education. One required is the - what the
20 District boundaries would be, what trustee zones would be,
21 what the school bus routes are, you may have noticed when you
22 walked in the front door there is a large map out there that
23 shows those proposed trustee zones and boundaries. It asks
24 what the assessed property value of each district is and then
25 what it would be combined. That is on the letter there.
Essentially, one of the main advantages are incentives for consolidation is the possibility of taking advantage of the State incentive for bonding issues if we are buildings and as a separate districts, Grace has a — what’s called a bonding capacity based upon the property value within our own district — we have a bonding capacity of up to a little bit over eight million dollars. North Gem’s bonding capacity is just a little over five point one million dollars. And so if we were to combine as a consolidated district our bonding capacity would be a little bit over thirteen million dollars. Currently right now the State requires also that if we have any current bonds that we need to declare those to the State Board of Education, neither district as of this date have any bonding requirements to meet. It also asks about the plant facility reserve fund and basically, that money would just be rolled into the new district and utilized just as it is in each separate district right now. The designation of the home county of course would be Caribou County. But our official name would be as a new proposed district — would be the North Gem hyphen Grace Joint School District number 147, is what we have proposed. Many people don’t realize or understand that the joint school district does not imply two separate being consolidated. What that actually refers to is you look at the Grace — Grace’s name right now, it is the Grace Joint School District 148. And that is just due to the
fact that our district boundaries over line two counties and
that's where the joint name comes from and so any time that
you have more than one county involved it is a joint school
district.

Those are basically the questions that have to be
submitted to the State. What we will go ahead and do, I'll
end at that point Jason will continue on there and may come
back up here later to answer your additional question when
you have them.

JASON: Thanks Troy. So the way we did this in Bancroft
last night and we will go ahead and do it tonight, as I have
a list of folks who signed up, so I'll call people down, if
could just identify yourself and your address, or if you are
someone who lives outside the District but owns property here
the address of the property you own. And then we gave
everybody - or try to keep people to five minutes each, no
more than five minutes each, for your statement and you can
ask questions if you like and we'll try to answer them. I'll
answer if I can or Troy or Jamie or whoever is the best
person to answer it. So we'll start the hearing part of that
and then what we did last is when we got done, through the
list, we just asked if there were any questions in general
and let people just kind of raise their hand and who would
answer questions as much as we could.

So the first person I have signed up Ann Matthews?
ANN: Pass.

JASON: Pass? Colleen Benson?

COLLEEN: After being involved here for a number of years, and having gone through this a few times with the school district, this is the first time and it may have been presented last time but that they presented the opportunity for us to keep separate schools. And to consolidate and keep the funding where, at the level that it is now or will be at the end of that seven years. Having grown up in a small school district but larger than this, I know what the disadvantages are when you attend college. And I feel like, we need to give these kids every opportunity to be competitive in the workforce, not all of them are going to have the opportunity to come back and work on the family farm. That time has changed and I feel like we can best serve the children of our area by giving them opportunities. I feel like we have good staffs that do the best that they can with the resources that they have then if we combine that I see that as a positive opportunity and I would encourage that if you have any questions or do not understand that you would talk to members of the committee to get clarification and to not necessarily listen to rumors because there are some humdingers out there that are really very incorrect and they make it seem scary but I think there was a time when we became a joint school district there were lots of little
schools in this valley and those before us determined that
that would be the best thing for the children and we can work
together to make this successful and helpful. So we aren’t
sending these kids to school without the tools that they
need. So that’s – sorry about that Colleen Benson, 306 East
Center, Grace, Idaho. Thank you.

JASON: Thank you Colleen. And just as a comment, I
guess, you’re – you’re in really a uniquely good position as
she mentioned the idea of having the consolidation that kept
all of the existing schools intact. Because of how the State
funding is structured to were – you know there are some
advantages in smallness basically. There’s more funding
provided per student essentially, if you’re in a smaller
district that if you are in a district like Meridian where my
kids go to school and so there’s an advantage in having these
different school attendance units counted separately and
because the schools in Grace and Bancroft are 15.1 miles
apart, and the State limit for secondary schools is fifteen
miles, it means that if you keep those two schools going
after a consolidation, they would both continue to receive
funds as if they were separate school districts anyway. So
there would be no loss of funds going forward based on having
them consolidated. That’s not always the case. Some
districts, when they consolidate, like when Minidoka County
consolidated, they brought everything together into one high
school and they don't get as much money per student as you get here. Cassia County right across the river when they consolidated, all of those small towns retained their high schools and some of them are remote enough each other that they continue to get this separate district funding and so that is something that because of your distances involved you have that opportunity to maintain that funding level. Which is not always the case, when you have two districts that are inside - where the schools are inside that fifteen mile limit. The next person I have on my list here is Courtney Smith.

COURTNEY: Courtney Smith, 2153 Burton Canyon Road. I initially signed this cause I thought you had to sign this just in case you wanted to comment later but I'll say something now. I guess, I ended up signing the petition initially because I think the perks of this, I think originally as people were looking at possible educational advantages if we were to combine schools. Would we have any type of a educational benefit as far as more curriculum and something like that - having spent eleven years in Pocatello, I thought it was kind of impressive that some of those kids are graduating with associates degrees from Idaho State at the same time as High School and they had the option so, I was for this at least looking into it option wise and I think the consolidation committee did their very best to look at
options as far as combining high schools but feedback from
the communities choose - I think the very second best great
option for us as far as keeping things the way they are - but
consolidating districts and giving us advantages financially
so that we can utilize the current tools, we have more to a
better advantage but I don’t know, I think it is a great
opportunity for us to kind of sit and listen and take
advantage of the incentive - the bond incentive that’s out
there and basically with combining buying power, getting more
bang for your buck, I know the little small hospitals in this
area, do the same thing, they’re in a co-op so that they have
more buying power with stuff moving forward, so a little
hospital like Caribou Memorial needs a new MRI machine, they
don’t have to put that bill individually they buy as a co-op
and they have little more buying power to buy expensive tools
like that which may not even be feasible in the -
individually instead (inaudible)- so maybe the same things
would apply here and consolidation could help straighten that
out a little bit. But - anyway there is my two cents.

JASON: The next name that I have on the list is Keith
Jorgenson.

KEITH: It is kind of like Court, where I was hoping to
wait to the end on one of these; I thought you had to sign in
if you wanted to say something. But I did write down a
couple of comments. My name of Keith Jorgensen I live at 503
Bench Lego Road in Grace Idaho. I apologize for not going last night (inaudible) too. A couple of questions I do have for the committee that's been put together on this consolidation, I would like to fill their recommendation. I figure they've probably have done more research on it than anybody here, I know they have more than I have. I'd like to hear what their stand is. If we are still two for a joint district, but are separate are we still playing Grace against Bancroft, Bancroft against Grace - I don't know it might be a mute-point but I'm kind of an athletic guy so I guess I'm asking. So where do we go from here on - those a question I had for you sir. I know there's a - I heard a petition or bond being voted on in Bancroft. Or is this going to be voted on the County, I've read several things. I don't know what the time frame is or where we go on consolidation and if we do consolidate and Bancroft chooses to build a new school or North Gem what does that do to Grace tax base, as we as a community? I know we had property in both districts - that will be affected I do understand the thirty-four percent saving and buying power of the court. It's talking about - I think you're increasing our vote and I do believe that this is a positive move. I think consolidation is a good thing, I think that you are going to be here and come you should then state your opinion at least let people know where you stand and I do feel it is a positive move, me personally
(inaudible). Thank you.

JASON: Thank you, I think I can talk a little bit to kind of the next steps and that is once the committee has finalized a consolidation plan, they will forward that to the State Board of Education and they'll take it up for review. The State Board can either approve the plan or they can deny the plan. If they deny the plan, then that's the end of it. At least for now, that's not to say there couldn't be further consolidation efforts in the future. But if they do approve the plan then it does come back to the two districts for vote and that vote would be conducted by the County Clerk's just like any other election. It has to pass in both School Districts in order to be approved.

So even if you have a situation where it was sixty percent yes in Grace and forty-nine percent yes in North Gem and the combined total was over fifty percent that would still not be approved because it hadn't been approved in North Gem. If consolidation is approved you do then get that three year window where if the newly consolidation district does pass any school bonds within three years after consolidation, you get an extra twenty-five percent bump in your State subsidy that you get on the repayment of that payment of that bond. And so as a combined district, I think the numbers in the plan show that you would normally come in for a nine percent subsidy from the State, so with that bonus
you would get a thirty-four percent subsidy. The State would basically being paying for thirty-four percent of the bond repayment cost and then the newly consolidated district all the combined tax payers would be responsible for the other sixty-six percent. Now that’s a year to year calculation, that index so it can change a little bit from year to year but that plus twenty-five percent factor remains in place through the life of that bond.

And the next name I’ve got on here is Mark Matthews.

MARK: You just answered my question.

JASON: Okay. Are there any other — are there any folks that signed up in the lobby on one of the other sheets that was left out there that aren’t on this list that wish to testify? Okay. I think we are at the question and answer phase then, which I see a hand raised back here.

BRANTLEY: This is for you Mr. Hanncock, I’m actually on the building committee, my name Brantley Hatch, I actually live over in Bancroft, Chesterfield. If we pass a bond or say if we consolidate if we consolidate and then pass a bond and we take advantage of the thirty-four percent from the State, how soon do we have to use the money to build a school? Does the State have a requirement on that?

JASON: Question is, how long do you have to use the money if you pass a bond as a consolidated district and you have that state subsidy. The way it works is that the State
Subsidy actually comes in form of assistance in the bond repayment costs. So it’s not - if does not include that thirty-four percent of the bond amount. You have the State paying thirty-four percent of the bill that you will hang on for twenty years or however many years that bond is run for.

So you know how long we’ve had to use the money, those bond proceeds is no different than any other bond. So it’s - it’s just like a normal bond in that regard, you go and issue the bonds, when you are ready to use the money. And then you repay it back on a schedule and when you go to repay it back year by year is when those State subsidies come into the district.

Any other questions, yes in the back.

SHELDON: I’ve got kind of a follow up with Keith Jorgensen’s question as far as athletics and my - I’d like clarification with Grace and North Gem right now we have a combined wrestling team until we get to a district tournament or State tournament and then we have to participate separately at a higher level in districts than what our school size actually is. Would this change if we did a consolidation district? Is there any rules that will actually let us compete as a true team, as joined together and not have to separate at the State level?

JASON: Yah, I think the question you have there is
about you know having to do with combining of teams for athletics is really an I.H.S.A.A. issue. The Idaho High School Activities Association and how their rules work. I don’t think that the fact that if you combine the two districts into a consolidated district, really changes anything about how that works if you still got two separate high schools.

Sheldon: I think the issues you have there and the challenges you have, which frankly to me sounds pretty unfair as far how I.H.S.A.A. has that set up, where they make you compete at the higher level as if you are a combined team but don’t actually let you compete as a combined team that - that really makes no sense. But that is an issue with I.H.S.A.A. so you know you would have to work that group to give them to change their rules, because that does seem unfair but the consolidation shouldn’t have any impact on that. Any other questions? Don’t be shy.

Was there anything that you wanted to add Troy, you kind of indicated you might?

TROY: Yah, Yah.

JASON: Okay, I think this is your chance.

TROY: Kind of gave you the same sill I gave North Gem, although you probably - (rumbling inaudible) we’ll see how it goes.

North Gem had a lot of concerns and questions as far
what would happen. As a consolidation committee, we've
looked at various different options and opportunities just
for everyone's clarification and what not. Most schools are
considered a five star school so we've got- for all the
resources and stuff that we've got excellent teachers and
they're doing a great job of educating our kids with the
opportunities that we currently have in each separate school.

One of the questions, I don't recall. Let's see maybe
Jason, maybe you asked it. What is the plan? Essentially,
what that letter states there as far as moving forward, it to
keep everything as is amongst the two - all the different
schools and so forth. What - a question that was asked in
North Gem was - we never heard of it? Grace wanting any
buildings - or anything so, why would they want to pass a
bond to help us with our building? So I clarified to them
last night that our intent is if consolidation is approved we
would move forward full force in doing our best to maximize
the bonding capacity that we have as consolidated districts
to - to improve them and rebuild our infrastructures.

Within the last three years, I'm in my second term as a
School Board member and within the last three years we spent
roughly forty to eighty thousand dollars every year toward
various physical facilities, issues and improvements and so
the - the maintenance requirements for our buildings are
fairly high and as you are well aware, we have had to do
supplemental levies in order to maintain the status quo, essentially. So, I do believe that if we can get new infrastructure, if major renovations we need to do our own High School and so forth to make sure that it could last another twenty plus that we would be in really good shape to move forward and provide the type of - types of education that I think a lot of us would like to see our kids have in the community.

In regards to the bonding efforts - a lot of people like to know, what does that really mean? What does - in North Gem what is passing a 4.8 million dollar bond to them mean to the homeowners to the farmers, so forth. We'll take their case cause they are actually move - trying to go through and trying to get their bond passed - what does that mean to them as far as a property owner in North Gem. With that bond - if they were to pass it, essentially you have a homeowner that had a hundred thousand dollar home would essentially see an increase in their taxes of approximately a hundred and eighty-two dollars. If we were to go through - I just - I've got a spreadsheet here that I received from a bank that has been helping North Gem and I've put in some different very - various numbers as a combined district - we would have a total bonding capacity of 3.1 million dollars -

VOICE: Thirteen.

TROY: Oh, sorry - thank you. Thirteen - I just about
cropped it in half. And so with that being there, if we went
and say we wanted to do new schools or improvements to
schools both in North Gem and Grace and that totaled up to be
12.8 million dollars then without the incentive that the
State provides to a combined district we would be paying
roughly a hundred and eighty-eight dollars per hundred
thousand dollars of property value to make that happen but
with the incentive that the State offers with that extra
twenty-five percent, that payment would in essence be a
hundred and thirty-six dollars. And so with all things
considered there, you could kind of see that - what North Gem
is facing now verses what potential opportunity in the future
by consolidating districts and rebuilding our infrastructure
there is a huge potential saving there. I also voiced my
opinion and I lost my opinion here tonight.

Essentially, we're at a - in that - that index of
course with the incentive (inaudible) of .66 so I'm not aware
of anywhere that we can receive roughly a thirty percent
return over twenty years on any kind of investment that we do
and that's just a tangible investment. I'm not sure where -
how you would do a nontangible investment of the education
our kids would receive. Norm?

Norm: You mentioned State money on the high school but
we're considering at (inaudible)

TROY: Okay - Dave and I have talked a little bit about
this. I haven’t — as a Board we have not talked about anything. I haven’t even talked about it with Jamie. So this is my opinion straight off the cuff so.

My opinion is that if consolidation does happen we would not do away with Thatcher school for sure because there is an added increase there to maintain separate schools at an elementary level. Just a second Carl, I’ll come back to you here. With a consolidated effort as a Board we haven’t talked about whether we would rotate or keep our individual elementary schools I don’t have an opinion on that. Honestly, I am kind of torn there. You know I went to elementary school there, I have — I’ve got four generations essentially that went to Thatcher elementary all the way from my Grandfather on up to my kids, so. We have to discuss it as a Board as well as either way my intent to probably by our June meeting in our June Board meeting. This will begin the process of start and put together some kind of a building committee or something to begin to look at these things to see if we truly need to look at it, whether consolidation happens or not. What can we do to move forward as a separate district, we still do have a way better incentive there with the State because our index is .84, so I imagine the State would pay roughly sixteen dollars for hundred dollars that we spent toward building. That is how that worked, but there are definitely issues that need to take place there. Let me
1 think if I have covered everything there. Carl did you have a
2 question?
3 CARL: I'm just wondering - other than the bonding
4 capacity, is that going to allow more opportunities for the
5 children as - when I graduated oh I'm (inaudible) about
6 (inaudible) years ago, we had mechanics shop, we had home
7 ec. shop, the home ec. departments. The consolidation goes
8 though, is going to provide more opportunities for the
9 students? Other than bond that we've been talking about?
10 TROY: Okay, As a consolidation committee we have not -
11 we discussed it various different ideas of what potentially
12 could happen. Anywhere to combining school to keeping the
13 status quo or doing what's called (inaudible) or concept
14 school - concept has been under close (inaudible).
15 It - that particular area requires a lot more research,
16 there is - there is nothing there that we have been able to
17 find outs, that's going to provide a lot of additional
18 opportunities, Dave and I since we both serve on the
19 consolidation committee, we have talked about a couple of
20 options or items that might be of a possibility and that
21 would be that the different teachers that we have that have
22 the capacity or capability of teaching some of the advanced
23 courses and so forth as of - we haven't approached our own
24 board about it but we've - we had wondered within ourselves
25 if it would be possible to maybe have that particular teacher
maybe teach one semester in one district or one building and then the next semester they would teach that advanced subject in another area and that would allow - you know that particular subject or subjects that would be - to be shared by both buildings. So that’s one item - one item that we had there to help us to continue to improve on that five star rating.

Kathlyn: So this consolidation is right now just talking about district consolidation, not necessarily consolidating the High Schools you know an opportunity students this is just simply to consolidate the Districts.

TROY: That is correct.

KATHLYN: or is this also you have too - for when your plan - your proposal plan, do you have to include that kind of stuff or is it just district?

TROY: That - those - that kind of information is really something that if the committee wants to include it in the consolidation and it’s not one of the legally required elements, so - so it’s not something that you have to decide know, it’s nothing something that you have to send to the State Board but you can. You know, you’re really talking about the way this committee is looking at it anyway, is consolidation plan is kind of on that model where the communities all still retain their schools but you have consolidation at the District level, so you are not
1 duplicating district administrative functions. One of the
2 things that you that districts that use that model will
3 sometimes do, is they’ll look at I just call it programmatic
4 consolidation. So if you have – and this would be for things
5 that are really outside the core subject areas, because you
6 know everybody’s got to teach English, everybody’s got to
7 teach math, everybody’s got to teach history. But to the
8 extent that you may have some additional offer and it’s kind
9 of above and beyond those basic offerings in the two high
10 schools. Sometimes there are opportunities where you can
11 look and see that you’ve got some duplication of those extra
12 offerings, that you can well rather than pay for that program
13 here and pay for it here, let’s just have it in one place and
14 then we’ll use the money we freed up from that and maybe
15 create a new offering in the other school. We’re not
16 financially able to do right now. So sometimes those
17 opportunities do come up. That’s certainly something that
18 this committee could look at. Certainly, something that this
19 committee could look at. Certainly, something the new
20 consolidated School District Board could look at too.
21
22 KATHLYN: So, with that I guess this is a special
23 meeting for both of you guys, with that when you’re talking
24 about sports, it sounds like unless it’s a consolidated high
25 school – there is not a whole lot of change, sports wise and
26 maybe an elective wise. We are still competing either
against each other or competing against other schools separately. Is that what, I’m understanding? Cause it’s just consolidated districts not consolidated high school?

TROY: That’s correct.

JASON: Yah, that’s correct.

KATHLYN: So to alleviate this – to help with solution, we want – we either want to consolidate high school but have satellite buildings for different subjects?

TROY: It won’t happen if you do that. Just do to the emotions and the fears that are at North Gem. It won’t happen.

KATHLYN: So in Grace, we’re trying to consolidate the district but – so basically we’re looking at the incentive from the bond is really what we are looking for now?

TROY: That – that’s – that’s in my opinion – in my opinion that’s part where you (inaudible)

MR. TOLMAN: I have a question, I’m Troy Tolman from Bancroft and the majority of the vibration, the chatter that I’ve been hearing from those who are against this consolidation maybe want to maintain their identity as North Gem Cowboys. And so my question is, will they still be North Gem Cowboys and Grace Grizzlies or will it have to change and be – will they lose their identity and have to be considered as Grace Grizzlies, if they’re going to be two high schools?

TROY: They – they are two separate high schools and
we'll maintain and (inaudible) two separate high school.

MR. TOLMAN: So they will maintain their identity as North Gem Cowboys?

TROY: Yah, yes - you cannot have two have buildings and have one mascot (inaudible) so.

MR. TOLMAN: Okay, thank you.

TROY: Any other questions? If I may before..

KC: (inaudible)I'm just curious - so following up on this - so the real advantage to Grace joining in this consolidation effort is if we choose to build a school it'll save us twenty-five percent (inaudible) for the State right?

TROY: (Noise indicating a positive response to understand)

KC: it never - it all pretty much stays the same is what I'm hearing.

TROY: There's - there could be some administrative efficiencies at the District level to so and - possibly program efficiencies to a certain districts efficient, too.

Yah, question back here?

ERIC S.: It says for the seven years, you receive the same kind of thing. What happens after the seven years? Like what cut back or..

TROY: That is another primary advantage of maintaining this - the building infrastructure as is for right now - is to get that higher funding formula that that schools receive
at an elementary for being more than ten miles apart, and then the secondary level for being more than fifteen miles apart. That's why your funding, there's after the seven year time period it's - nothing changes essentially, if our enrollment stays the same as well.

ERIC S.: (inaudible) the second - this didn't get cleared up last night in the North Gem meeting. The seven year protection, stays in place and then after the seven years, you still receive half again as much, if you were receiving before for forever, can you clarify that.

JASON: I'll go ahead and yah, I'll clarify that. Basically, as a consolidated district, because of the distances involved where you know Thatcher Elementary is over ten miles away from Grace Elementary and over ten miles away from District office. The elementary in Bancroft is over ten miles away from Grace. The high school, secondary grades in Bancroft if over ten - over fifteen miles from Grace, and so basically, the correct funding formula stays in place so continue to count those attendance units separately.

Which is advantageous for you, now where the seven year thing comes in is - there is a provision in the State law that says that when districts consolidate that for a seven year period after they've consolidate they can receive basically no less funding than they receive as separate districts prior to consolidation. Now that provision was
really put in place primarily as a - as kind of a buffer or
protection for districts that might have consolidated where
the schools in the two districts were closer together than
yours are or inside those ten and fifteen mile limits because
that could potentially lead for a drop in funding from the
State, and so the seven year protection was put in.

And there was another provision added here about eight
or nine years ago that says, after seven years rather than -
it dropping to whatever level the new consolidation district
would be at, it only drops halfway to that level. But like I
said, that’s probably not relevant in this consolidations
case, because even the seven year (inaudible) provision
because your schools are all far enough apart they’re going
to be continued - they will continue to be counted separately
as long as those schools exist in those locations. Now it is
possible and this is the only - the only way that - that kind
of protection feature would come into play is if the
consolidated school district where to lose a significant
amount of enrollment at any of those attendance units at any
of those schools. That - that could in the normal course of
things lead to a reduction in State funding because it’s
attendance driven. And so that seven year protection, it
could potentially kick in and protect you from some loss of
enrollment for a seven year period. But that would really be
the only application in your case.
ANGIE: I have a question, you mentioned 12.8 million. How many buildings would build? When you are looking at that number what would be planning on doing with that number?

TROY: I took something that underneath wasn’t maximum bonding capacity because we don’t know what interest rates will be like and how long it would take to get it in place. So I just wanted you know to keep a little bit of reserve there, we have talked about it as a Board. We will definitely still keep the North Gem building in the plan and we’d have to as a Grace - that’s why I was saying that we - we plan or propose to up it each year and I’d like to personally as a chair begin the report to see what - what would - what would we as a district - whether we stay - become consolidated or whether we stay separate. We need to begin and get a better long term forecast by isolating this as patrons and constituents - know where we will be going in the long term.

ANGIE: But certainly, that, but that 12.8 that would certainly leave more than one building - the one building that is under proposal now.

TROY: Oh yah.

ANGIE: And for fifty bucks less for hundred six dollars, right? Is that - did I understand that correctly?

TROY: As far as a tax payer claim on that, yah.

ANGIE: Yah, wow that’s a lot of value.
TROY: Yah.

ERIC C.: If this State School Board looks at this and approves it. What is the soonest it could be on the ballet?

TROY: Good question, the soonest this could possibly be on the ballet would be August. And that’s if the State Board took it right away and got it on their June agenda. It could potentially be back in front of the voters in August. If they don’t get into their June agenda, then you’re probably talking about a November vote. And I think the - you know the one on the bonding issue and how much would be available just based on the numbers I concurred with. 4.8 million - kind of being the amount that’s slated for North Gem and give the bonding capacity that will leave about 8 million dollars of bonding potentially available for facilities in Grace.

COURTNEY: So I know, that it’s completely spent and into the distant point-in-time but I know where North Gem is headed with their school and that’s great, I think they need a better facility. Would be in Grace be looking at an elementary school before we move to anything else? I know it’s speculation but is that the first place that we would be going is for elementary school before we go anywhere else?

TROY: In my opinion Courtney, yes it would be. Yah, we the building attached was built in nineteen nineteen if I recall, right. The Grace elementary was nineteen thirty -

VOICES: Twenty-eight.
TROY: Nineteen Twenty-eight, so. Again - and so yes we have old facilities and that's where we've decided - I guess maybe you could kind of back up I guess maybe you can kind of back up - in my own personal opinion, I've thrown out way too much personal opinions probably here.

(inaudible) on capacity here, I - with the condition and support that we - our high school is I can see that doing renovation with the high school (inaudible), but elementary is going to be focused on here in Grace too.

MR. TOLEMAN: Just to clarify, I am in favor of consolidation but I hear a lot of chatter and those who are not - I think the biggest fear that come up honestly is that if we consolidate Grace gets three votes and we get two and if we choose not to build a new school or wait until after we consolidate just to take advantage of that the fear is that the three to two vote, we won't get a new school in Bancroft, they'll vote and they'll say well let's fix the Grace school, let's fix the Thatcher, let's fix everything in Grace and Bancroft and will be left out. And this has happened before - because, I believe in the Cassia school district, Oakley is the same situation, Oakley was told they would get a new school and then when vote - when they consolidated they have not getting' any money for repairs or anything. And I don't know if that's true or not it's a rumor I heard.

But the biggest fear that they have in North Gem

Transcript of Consolidation Finding Public Hearing, April 17, 2014
against this consolidation is that we will consolidate, you
guys will both come - (inaudible) - and end up busing our
kids over to here. And that’s the biggest fear that
everybody against it has. So they are putting a lot of faith
and trust in the Grace people to be able to take care of use
over there and there’s too many that don’t need to happen.

TROY: Do you want me to address that or

JASON: Actually, I can take it - it’s kind of a numbers
answer, which I’m a former budget analyst so anytime I can
answer with numbers instead of words that’s where I like to
go. The three Grace Trustees in a consolidated district are
going to have to play ball with North Gem, because when you
get right down to it, forty percent of the voters are in
North Gem and if that new consolidated school board votes
three to two to put a bond in front of the voters that
doesn’t nothing for North Gem and puts all of the money into
the schools in the former Grace school district, I would be
surprised if they got any votes for that bond out of North
Gem and puts all of the money into the schools in the former
Grace school district, I would be surprised if they got any
votes for the at bond out of North Gem and since you need a
two-thirds vote to pass, and some people just will vote
against bonds anyway, you’re always going to have some no
votes. Even in the District or the area attendance area of
the school that’s going to benefit from the bond you will
have no votes. You always have that and then you add too
that the forty percent from North Gem who would have no
reason what so ever to vote for that bond. It’s a recipe for
a bond to fail. There’s no way that you could pass a bond
that way. Know in Cassia District Oakley is a small enough
percentage of the votes because you’ve got I think four high
schools over there and Oakley is a pretty small community, it
is theoretically possible for the other communities could
pass a bond over all those no votes in Oakley. But with a
sixty forty ratio here there is no way, you’re going to have
to have buy in for both districts.

MR. TOLEMAN: Thank you.

TROY: Any other questions.

KC: (inaudible) the numbers here on the money is the
thirty-two thousand and the thirty-two million hit, it then
drops down, is that taking into account homeowners exemption
part of their hundred thousand.

TROY: Yes.

KC: Is that where the number comes from?

TROY: Uuh.

KC: So still the bulks going to hit (inaudible)

TROY: Yes.

KC: (inaudible) I’ll ask that question after you answer
this one. I was actually at a

TROY: It is something that’s slightly off topic but I
can but I have written down so go ahead and finish.

KC: And to answer some of these other questions, I can understand Bancroft's identity issue but I can't see, I better not say what I was going to say. To me it was like a convertible.

JASON: I just wanted to add because it had come up earlier about Thatcher and remote school funding that that - that remote school funding would put - continue regardless of whether the district were consolidated or not because it's more than ten miles from Grace to Thatcher. As long as there is a school. An elementary school down in Thatcher whether the district is consolidated or not there will continue to be that additional funding that would flow for that remote school status.

SHELDON: Did anyone clarify what the outcome is - is this bond that North Gem has on the table right now. If they pass that and then we consolidate is that got clarified and how that repayment takes place. Once you consolidate districts. JASON: Yah, if they pass their bond in May then I don't know this is my opinion I guess but there would be very little at that point for the people in North Gem in my mind to vote for a consolidation because they cannot consolidate and then gain that subsidy for that bond. That bond is already passed, it would have been passed prior to consolidation and so it would not be eligible for the extra
State subsidy. And what's more when the - if the school
district consolidated - if you have one of the two school
districts coming into the consolidated district has existing
debt, which North Gem would have, those tax payers within the
current North Gem district are entirely responsible for
retiring that debt and so what actually gets created is
what's called a school bond sub district within the
consolidated district to where those property owners within
the former North Gem school district would continue to pay
property taxes for the next twenty years or however many
years it was until that bond was paid off. So in my opinion
if the - if the bond in bond in North Gem in May, they really
have very little reason to vote for consolidation at that
point.

SHELLY: Just to clarify, besides - if we consolidated
districts besides the increase in bonding capacity there's an
increase in funding so that there would be even more money
for more education you know - educational fund moves being.

JASON: The additional State funding comes in that bond
subsidy really because of the locations of your schools and
how far are apart from each other, the State Funding system
would basically continue to be the same as it is now. The -
you know where you can potentially get some savings on the
operating side is if you have costs that are currently being
duplicated at the district administrative level and you don't
need two certain functions and can combine them. It's not that you're getting more money from the State, it's that you're having to spend less money at your local - let alone some of those administrative functions and repurpose those dollars into other things. Any questions?

SHERMAN: Back here.

JASON: Yes.

SHERMAN: Has anybody ever analyzed the administrative savings that might be derived by joining the two districts and could that money be used to hire extra teachers and or (inaudible) new curriculum or something?

JASON: I'll let Troy answer the has anyone looked at, I'll say from the State funding perspective, the money that you get from the State for administrative costs for administrative staffing. You are not required to send (inaudible) administration. So, from the standpoint of what the funding screens are and what you're allowed to use it for you can repurpose those dollars to other things that is legal. But Troy if you want to talk about how much you have looked into that.

TROY: As a consolidation committee we have not looked into the potential savings there. And verbally discussed that there are currently, you know we currently shared a secret position right now. There is discussion right now that food services, transportation, maintenance, those are
1 areas that potential positions could be combined. And then
2 there may be some others at program level but I honestly, we
3 haven’t looked at it and I cannot provide any kind of an
4 answer about what that potentially could do to stay in that
5 direction.
6        JASON: Any other questions? I don’t see anyone else.
7        VOICE: Yah,
8        JASON: Oh, one I see.
9        BRYAN: I cannot remember in the paper, my wife just
10 mentioned this, but can you kind of explain that the
11 faculty it said something about offering – offering
12 severance and can you just kind of expound on that a
13 little bit.
14        TROY: Okay, there’s a State statute that if a
15 consolidated effort if it passed the administration
16 could come forward and it could offer a – an incentive
17 for certified people to – I don’t know it’s not
18 necessarily retired but it’s just to not work anymore
19 and that incentive is essentially an individual is
20 being paid forty thousand dollars for their salary for
21 that position the State would pay fifty-five percent.
22 As an incentive of that – what they received. However,
23 yah, did I say that – it’s fifty-five percent.
24        VOICES: (inaudible)
25        TROY: they can offer that up to ten percent of the
combined employee there. (inaudible) Okay, ten percent of the employees at fifty-five percent. And you don’t have to accept that offer it does not have any (inaudible) future that’s why (inaudible) it decides to decline that. That is an option if it were needed in the case of what we are looking at I did not see that that would be utilized. (inaudible) Yah, what Mr. Brady is referring to is that after consolidated district we are putting together with that effect within that seven year period the teachers or the class size and note what is in fact if we maintain what we currently have right now, if we’re not affected after the seven years. So, other than the potential of that duplication at the district level we had mentioned earlier.

JASON: And just to clarify, an individual could take one of those severances and could continue to work for another district. The only real prohibition is they can’t come back and work for the District, the newly consolidated district from which they took the severance for a one year period. So they have to stay out a year or go work for another district.

STEVE: Okay, I’d like to follow-up. Let’s suppose I’m a teacher here and I guess, what I am getting at, is how do you determine who it is. I haven’t been here
that long but you offered me this severance pay I take it and then I go to Soda but I'm a pretty good teach let's suppose, is that not a problem?

JASON: (Inaudible) If you're going (inaudible) severance package.

VOICES: (Laughter)

JASON: It's at the discretion of the Board of Trustees to make the offer; it's not subject to (inaudible) bargaining or anything like that.

STEVE: So there's not bargaining (inaudible several voices)

JASON: It's at the discretion of the Board of Trustees, they can offer it if they want too. They can offer it to whomever they want too. They cannot offer it. And nobody is obligated to accept so they cannot force somebody out through that offer. They can just make the offer.

VOICE: (Inaudible question)

MIKE: Okay, so through the consolidation though, is what you are telling me is, if the school stayed the same, okay, nobody is going to lose their job, correct? They do have the option to take that out but nobody is going to lose their jobs.

JASON: That is correct. In fact I don't. Once again we're not consolidating buildings or anything
like that

MIKE: Right.

JASON: But we want to maintain the opportunity that our kids have so.

MIKE: The reason I asked that question is there was concern in Bancroft, you know through just gossip and all this other stuff, that everybody just - you know a lot of people would lose their jobs. And so far I haven't seen that. So I just wanted to clarify.

JASON: Thank You. Courtney?

COURTNEY: That (inaudible) It sounds like to me, if I am hearing this correctly, everything is going to stay the same - you're going to need the same amount of lunch ladies and the same amount of bus driver's and nobody loses jobs because you still need to fill those positions and so in essence nobody has to be asked to leave because if they leave then you've got a vacancy in a position now.

TROY: Yah, yep.

COURTNEY: Where getting funding and we're not combining buildings or doing anything in that manner,

TROY: We haven't actually looked at you know classified positions as far as you mentioned bus driver's. I have no idea as far whether we included bus driver's in that direction because we have not
1 experienced - (inaudible) I agree, to simply sit down
2 and analyze you know what kind of year would
3 (inaudible) and so forth so. That point where you
4 (inaudible) up to.
5 VOICE: (inaudible)
6 TROY: Yah, that all I can say we would still gain
7 a little people for this make sure that they would
8 function.
9 KC: So in short, we’re basically consolidating for
10 new paint and new buildings. Educationally, we’re
11 really not consolidating anything. We’re not going to
12 join teachers; we’re not going to consolidate
13 athletics.
14 TROY: Not unless the other consolidation committee
15 (inaudible) currently at this point with what we’ve
16 evaluated we have not seen any advantages of combining
17 services in that manner. To make things happen that
18 would be an advantage.
19 KC: Well they keep saying the educational
20 advantage and I don’t know if they paint a new room,
21 that’s wonderful and nice but a new car doesn’t get you
22 there any quicker than an old one. You know, I guess
23 I’m changing my tune just a little bit because you guys
24 may have heard that. You know I just I don’t know I
25 guess I’ll speak here as (inaudible) speak it to you
any later. I’ve always thought we should consolidate
tenth, eleventh and twelfth I don’t care if it be in
Bancroft of here, just cuz the kids can drive and can
communicate. And I think that you get to this where
you can have kids you can have college credit courses.
You can get to a higher level of education. But just
to consolidate to buy paint I can see the free money
there but I also can see these farmers my tax base will
double at least. If you go to (inaudible) it’s going
to be spent.

JASON: Yah

VOICE: And that has some truth to it.

JASON: Yah, we are trying to be as transparent as
we can. All I can tell you there is that when we go
into some point but there is an opportunity here to
reduce that rate. I don’t know, I know that’s not a lot
but you know. Did you have a question Curtis?

CURTIS: On the academic side, I’ve seen a lot of
rings and I don’t know our percent was based off of in
Idaho. Is that the high school is the number one in
the State and I hope they still are. In the report
that I saw our elementary was a certain high level. I
guess one question is based a hundred percent off
academics (inaudible coughing) what was it based off
of. Next question moving forward setting a stop – the
district as a whole or still based off of schools?

Does anybody know?

VOICE: that’s still done.

TROY: Yah, it is entirely academic factors. That we look and its different factors in the High School verses the elementary school. But those are all school based analyses.

LORA: For consolidation to pass does it need a simple majority or does it mean two-thirds like the bond?

TROY: It is simple majority for consolidation effort to take place in each district, yes. Bonding effort is two-thirds majority.

JASON: I want to make sure, I’m not going to see any questions in the back, I’ve got lights in my eyes here and some of the back corners are little harder to see. I don’t see any hands raised so. Alright. Thank you very much for coming out. We’ve some great questions and Troy do you have any last words?

TROY: Thank you for coming out, and thank you.

RONDO: Can I make a comment?

JASON: Sure.

RONDO: I think most of you know

JASON: You’ve got to turn the recorder off though, cause you’re not (inaudible – laughter)
RONDO: That's fine, my point is for somebody that wants to consolidate, it's ironic that all the roads into town are broken or the bridges are torn up.

      (laughter)

JASON: I heard that we were going; you've got to stop that.

VOICE: Yah, (laughter)

JASON: Thank you everyone for coming tonight, appreciate your (inaudible) interest here.

PUBLIC HEARING WAS ADJOURNED
CERTIFICATE OF TRANSCRIPTION

STATE OF IDAHO  
) ss.

County of Caribou  

I, SHARON L. WELLS, Deputy Clerk and authorized independent contract transcriber for the Sixth Judicial District in Soda Springs, Idaho, County of Caribou, as the undersigned do hereby certify:

That she correctly and accurately transcribed and typed the above transcript numbered from 1 to 45 from the digital recording of the Public Hearing presided over by Jason Hanncock and Troy McCurdy, in Grace, Idaho, County of Caribou; which was digitally recorded on April 17, 2014 in the above entitled action or proceeding.

Dated at Soda Springs, Idaho, this 22nd day of May, 2014.

[Signature]

SHARON L. WELLS, Transcriber
Caribou County Deputy Clerk
Sixth Judicial District
To whom it may concern:

We wish to inform patrons of North Gem and Grace School Districts about proceedings that have taken place after the submission of petitions to consolidate North Gem and Grace School Districts. On February 24, 2014, a meeting was led by Jason Hancock, who is a representative from the Idaho State Department of Education. He explained the steps required by law, to complete the consolidation process started by patrons of Grace and North Gem. Jason Hancock provided an overview of the possibility of several options for consolidation, the financial opportunities provided by state law and reviewed specific items that had to be answered and presented to the state Board of Education by May 24, 2014.

A committee consisting of two school board members and two petitioners from each district were selected to present a plan of consolidation. The intent of this letter is to answer the required questions for you and clarify information, such as: what does consolidation mean, what process needs to take place for consolidation to happen, the affect this may have on teachers and administration and funding opportunities provided by state law. The committee did it’s best to collect and present all factual information available.

Where the consolidation process was started by petition, neither school board has the power to stop the process. The following steps are required:

1) **A public hearing will be held for North Gem Residents on April 16th @ 7 p.m.** in the North Gem auditorium.
   a) At such hearing, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation.

2) **A public hearing will be held for Grace Residents on April 17th @ 7 p.m.** in the Gem Valley Performing Arts Center.
   a) At such hearings, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation.

3) The proposed plan of consolidation, along with records of the hearings, will be submitted to the State Board of Education for approval.

4) If approved, the county commissioners will be notified and an election will be scheduled on the next available election date.

*All Idaho statutes referenced can be read in their entirety following the links provided at http://www.accessidaho.org.*
What does consolidation mean?
Both districts currently share a Superintendent. A consolidated district would provide:

- additional opportunities to combine other administrative services
- does not require combining schools
- Protection if student enrollment declines. Funding from the state would be maintained at a level consistent with the two districts existing levels before consolidation for a period of 7 years
- additional state funding incentive for building schools (bonding) if passed within 3 years of consolidation
- An opportunity to utilize a higher funding reimbursement formula from the state for elementary students in buildings 10 or more miles from district office. The same applies for secondary students in buildings 15 or more miles from the district office. North Gem is 15.1 miles from Grace High School. It would be best to have the district office located at North Gem to utilize the higher funding formula in the 8th year after consolidation.
- Removal of redundant workload for superintendent and allow him to be more effective with staff, students and patrons.

What if consolidation doesn’t work?
Idaho statute 33-312 lists the steps required to separate back into individual districts.

- The boundaries must be contiguous
- Any bonds for buildings within district must not exceed allowed percentages of property values.
- Any bonds passed utilizing consolidation incentives received from state must be paid back.
- Voted on and approved by majority of each community.

Items below are required by the State Board of Education.
(see Idaho Statute 33-310)

Map or maps showing boundaries of new district.
See the attached map titled “School District 148 and 149 Trustee Zone Census Block”.

The population is divided where two trustee zones comprise the North Gem School District and three zones in the Grace School District representing 39.92% and 60.08% of the consolidated district population, respectively. Zone populations vary between zones by no more than 12, the largest populated zone with 293.
Legal Description of boundaries of proposed school district and trustee zones, and population estimate for each zone.

**Combined District Boundary:**
BEGINNING at the Northeast corner of Township 5 South, Range 38 East, Boise Meridian; thence South to the Southeast corner of Township 5 South, Range 38 East; thence East to the Northeast corner of Section 1, Township 6 South, Range 39 East; thence South to the Southeast corner of Township 6 South, Range 39 East; thence East to the Northeast corner of Section 5, Township 7 South, Range 40 East; thence South to the Southeast corner of Section 32 of said Township and Range; thence East 4 miles to the Northeast corner of Section 1, Township 8 South, Range 40 East; thence South to the Southeast corner of said Township and Range; thence South 3 miles to the Northwest corner of Section 19, Township 9 South, Range 41 East; thence East 1 mile; thence South 3 miles; thence East 5 miles to the West boundary of Bear Lake County; thence Southerly following said boundary line to the South line of Township 12 South; thence West 9 miles to the Northwest corner of Section 2, Township 13 South, Range 40 East; thence South ½ mile; thence East 1 mile; thence South 2 ½ miles to the Southeast corner of Section 14, Township 13 South, Range 40 East; thence West 4 miles; thence North 3 miles; thence West 1 mile; thence East ½ mile; thence North 1 mile; thence West ½ mile; thence North 7 ½ miles to the east ¼ corner of Section 13, Township 11 South, Range 39 East; thence West 3 miles; thence North 2 ½ miles; thence West 1 mile, more or less, to the summit of the Portneuf Mountains; thence in a northwesterly direction along the summit to its intersection with the west line of Section 29, Township 10 South, Range 39 East; thence North to the Northwest corner of Section 5, said Township and Range; thence East to the south ¼ corner of Section 35, Township 9 South, Range 39 East, and the Fort Hall Correction Line; thence following the Bannock-Caribou County line in a Northwesterly direction to its intersection with the South line of Section 14, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly, Southwesterly, Northerly and Northeasterly direction to its intersection with the Bingham-Caribou County line; thence East on the Bingham-Caribou County line to the Northeast corner of Township 5 South, Range 38 East, the True Point of Beginning.

**TRUSTEE ZONE 1**
**Population:** 291
BEGINNING at the Northeast corner of Township 5 South, Range 38 East, Boise Meridian; thence South to the Southeast corner of Township 5 South, Range 38 East; thence East to the Northeast corner of Section 1, Township 6 South, Range 39 East; thence South 2 ½ miles, more or less to the centerline of the Cow Camp Road; Thence Southwesterly along said centerline to the Northeast corner of Section 33, of said Township and Range; thence South along the centerline of the Chesterfield Road to the Southeast corner of Section 10, Township 7 South, Range 39 East; thence along the centerline of Stalker Road to the Northwest corner of Section 18, of said Township and Range; thence South to the point of intersection with the Shipley Road; thence West along the centerline of the Shipley Road to the point of intersection with the Kelly Toponce Roads; thence Southerly along the centerline of the Kelly Toponce Road to the point of intersection with the old Highway 30; thence Southwesterly along the centerline of the old Highway 30 to the point of intersection on the South boundary line of Section 16, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly, Southwesterly, Northerly and Northeasterly direction to its intersection with the Bingham-Caribou County, Idaho line; thence East on the Bingham-Caribou County, Idaho line to the Northeast corner of Township 5 South, Range 38 East, the True Point of Beginning.
TRUSTEE ZONE 2:

BEGINNING at a point of intersection on the East boundary line of Section 13, Township 6 South, Range 39, East, Boise Meridian, with the centerline of Cow Camp Road; thence South to the Southeast corner of Township 6 South, Range 39 East; thence East to the Northeast corner of Section 5, Township 7 South, Range 40 East; thence South to the Southeast corner of Section 32 of said Township and Range; thence East 4 miles to the Northeast corner of Section 1, Township 8 South, Range 40 East; thence South to the Southeast corner of said Township and Range; thence South 2 miles, more or less, to a point of intersection on the centerline of Highway 30; thence along the centerline of said highway Westerly and Southwesterly to a point of intersection on the Bannock-Caribou County line; thence following the Bannock-Caribou County line in a Northwesterly direction to its intersection with the South line of Section 14, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly direction to its intersection on the centerline of the old Highway 30; thence Northerly along said centerline to the point of intersection with the Kelley Toponce Road; thence Northerly along the centerline of said road to the point of intersection with the Shipley Road; thence Easterly along the centerline of said road to the point of intersection with the Stalker Road; thence Easterly along the centerline of said road to the point of intersection with the Chesterfield Road; thence Northerly along the centerline of Chesterfield Road to the Northeast corner of Section 33, of Township 6 South, Range 39 East; thence along the centerline of the Cow Camp Road in a Northeasterly direction to the True Point of Beginning.

TRUSTEE ZONE 3:

BEGINNING at the Northeast corner of Section 18, Township 9 South, Range 40 East, Boise Meridian, the same being the intersection of the Highway 30 and Hegstrom Road; thence Southerly 5 miles along the centerline of said Hegstrom Road to the point of intersection with Turner Road; thence Easterly 4 miles along the centerline of said Road to the point of intersection with Cinder Pit Road; thence South 1 mile along the centerline of said road to the point of intersection with the One Mile Road; thence East ½ miles along the centerline of said Road to the point of intersection with the Highway 34; thence Southerly along the centerline of said Highway to the Northeast corner of Section 36, Township 11 South, Range 40 East; thence West along the North boundary of said Section 36 to a point of intersection on the centerline of the Bear River; thence Southerly along the centerline of said River to a point of intersection on the South boundary of Township 11 South; thence West along the North boundary of Franklin County, Idaho to the Southwest corner of said Township 11 South, Range 40 East; thence North 3 ½ miles to the east ¼ corner of Section 13, Township 11 South, Range 39 East; thence West 3 miles; thence North 2 ½ miles; thence West 1 mile, more or less, to the summit of the Portneuf Mountains; thence in a northwesterly direction along the summit to its intersection with the west line of Section 29, Township 10 South, Range 39 East; thence North to the Northwest corner of Section 5, said Township and Range; thence East to the south ¼ corner of Section 35, Township 9 South, Range 39 East, and the Fort Hall Correction Line; thence following the Bannock-Caribou County line in a Northerly direction to its intersection with the centerline of Highway 30; thence Northeasterly and Easterly along said centerline to the True Point of Beginning.
**TRUSTEE ZONE 4:**

**POPULATION: 293**

BEGINNING at the Northwest corner of Section 17, Township 9 South, Range 40 East, Boise Meridian, the same being the intersection of the Highway 30 and Hegstrom Road; thence Easterly along the centerline of said Highway 5 miles to the point of intersection on the East boundary line of Section 13, Township 6 South, Range 39, East, Boise Meridian; thence South to the Northwest corner of Section 19, Township 9 South, Range 41 East; thence East 1 mile; thence South 3 Miles; thence East 5 miles to the West boundary of Bear Lake County, Idaho; thence Southerly following said boundary line to the North boundary of Franklin County, Idaho; thence West along said boundary to the South ¼ corner of Section 31, Township 11 South, Range 41 East; thence North ½ of a mile; thence West ¼ mile; thence North ¾ mile; thence West ¼ mile to the Northwest corner of said Section; thence Northerly along the centerline of Highway 34 to the point of intersection with One Mile Road; thence West ½ mile along the centerline of said Road to the point of intersection with the Cinder Road; thence Northerly 1 mile along the centerline of said Road to the intersection with the Turner Road; thence Westerly 4 miles along the centerline of said Road to the point of intersection with the Hegstrom Road; thence Northerly 5 miles along the centerline of said Road to the True Point of Beginning.

**TRUSTEE ZONE 5:**

**POPULATION: 290**

BEGINNING at the Northwest corner of Section 6, Township 12 South, Range 40 East, Boise Meridian; thence Easterly along the North boundary of Franklin County, Idaho, to a point of intersection with the centerline of the Bear River; thence Northerly along the centerline of said River to a point of intersection on the North boundary of Section 36, Township 11 South, Range 40 East; thence Easterly ¼ mile along the North boundary of Section 31, Township 11 South, Range 41 East; thence South ¼ mile; thence East IA mile; thence South ¾ mile to the South IA corner of said Section; thence Easterly along the North boundary of Franklin County, Idaho to a point of intersection on the West boundary of Bear Lake County, Idaho; thence Southerly following said boundary line to the South line of Township 12 South; thence West 9 miles to the Northwest corner of Section 2, Township 13 South, Range 40 East; thence South ½ mile; thence East 1 mile; thence South 2 ½ miles to the Southeast corner of Section 14, Township 13 South, Range 40 East; thence West 4 miles; thence North 3 miles; thence West 1 mile; thence North 1 mile; thence East ½ mile; thence North 1 miles; thence West ½ mile; thence North 4 miles to the True Point of Beginning.

Assessed value of taxable property in each district, and the combined district.

<table>
<thead>
<tr>
<th><strong>Grace School District No. 148</strong></th>
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<tbody>
<tr>
<td>2013 Full Taxable Value</td>
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<tr>
<td>2013 Net Taxable Value</td>
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<tr>
<td>2013 Debt Incurring Capacity</td>
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<tr>
<th><strong>North Gem School District No. 149</strong></th>
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<td>2013 Full Taxable Value</td>
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Amount of any unpaid bond obligations.
As of April 2, 2014: $0 for each district.

Designation of the Home County.
Caribou County

Official name and number of proposed district.
The proposed district name would be:
North Gem – Grace Joint School District #147

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All properties currently held in each existing district will vest in a new consolidated district.

Other questions with factual information available:

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Idaho law guarantees that the funding for a consolidated district cannot drop below the combined level that the two districts received before consolidation for a period of seven years. *(Idaho Statute 33-1003)*

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Class sizes and funding?
Maintaining the schools as they currently are with no changes to combine schools will provide the same level of funding as what is currently being received by each individual district after the seven year period.

Funding for administrators
Funding for administrators is based on number of pupils taught. The number of administrator positions currently allocated to each district will be the same number allocated to a consolidated district. (*Idaho Statute 33-1004*)

How is a new school board created?
Two existing board members from each district will be on the board. Those four members chosen will vote on the fifth board member selected from the remaining board members. (*Idaho Statute 33-505*)

New Schools: Who decides?
Any options for new schools would be proposed by the new school board. Any bonding necessary for proposed schools requires 66.67% approval of school district patrons.

We remind all residents of the public hearings:

**North Gem Residents**
April 16th @ 7 p.m.
North Gem auditorium

**Grace Residents**
April 17th @ 7 p.m.
Gem Valley Performing Arts Center
To whom it may concern:

We wish to inform patrons of North Gem and Grace School Districts about proceedings that have taken place after the submission of petitions to consolidate North Gem and Grace School Districts. On February 24, 2014, a meeting was led by Jason Hancock, who is a representative from the Idaho State Department of Education. He explained the steps required by law, to complete the consolidation process started by patrons of Grace and North Gem. Jason Hancock provided an overview of the possibility of several options for consolidation, the financial opportunities provided by state law and reviewed specific items that had to be answered and presented to the state Board of Education by May 24, 2014.

A committee consisting of two school board members and two petitioners from each district were selected to present a plan of consolidation. The intent of this letter is to answer the required questions for you and clarify information, such as: what does consolidation mean, what process needs to take place for consolidation to happen, the affect this may have on teachers and administration and funding opportunities provided by state law. The committee did it’s best to collect and present all factual information available.

Where the consolidation process was started by petition, neither school board has the power to stop the process. The following steps are required:

1) A **public hearing will be held for North Gem Residents on April 16th @ 7 p.m.** in the North Gem auditorium.
   a) At such hearing, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation.

2) A **public hearing will be held for Grace Residents on April 17th @ 7 p.m.** in the Gem Valley Performing Arts Center.
   a) At such hearings, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation.

3) The proposed plan of consolidation, along with records of the hearings, will be submitted to the State Board of Education for approval.

4) If approved, the county commissioners will be notified and an election will be scheduled on the next available election date.

*All Idaho statutes referenced can be read in their entirety following the links provided at [http://www.accessidaho.org](http://www.accessidaho.org).*

---

Consolidation Committee Members
North Gem – George Millward*, (Committee Vice-Chair) Rondo Crossley*, Grant Simons,
Brantly Hatch
Grace – (Committee Chair) Troy McCurdy*, Dave Kendall*, Andrea Smith, Jeremy Stoddard

Board Members (*)
What does consolidation mean?
Both districts currently share a Superintendent. A consolidated district would provide:

- additional opportunities to combine other administrative services
- does not require combining schools
- Protection if student enrollment declines. Funding from the state would be maintained at a level consistent with the two districts existing levels before consolidation for a period of 7 years
- additional state funding incentive for building schools (bonding) if passed within 3 years of consolidation
- An opportunity to utilize a higher funding reimbursement formula from the state for elementary students in buildings 10 or more miles from district office. The same applies for secondary students in buildings 15 or more miles from the district office. North Gem is 15.1 miles from Grace High School. It would be best to have the district office located at North Gem to utilize the higher funding formula in the 8th year after consolidation.
- Removal of redundant workload for superintendent and allow him to be more effective with staff, students and patrons.

What if consolidation doesn’t work?
Idaho statute 33-312 lists the steps required to separate back into individual districts.

- The boundaries must be contiguous
- Any bonds for buildings within district must not exceed allowed percentages of property values.
- Any bonds passed utilizing consolidation incentives received from state must be paid back.
- Voted on and approved by majority of each community.

Items below are required by the State Board of Education.
(see Idaho Statute 33-310)

Map or maps showing boundaries of new district.
See the attached map titled “School District 148 and 149 Trustee Zone Census Block”.

The population is divided where two trustee zones comprise the North Gem School District and three zones in the Grace School District representing 39.92% and 60.08% of the consolidated district population, respectively. Zone populations vary between zones by no more than 12, the largest populated zone with 293.
Legal Description of boundaries of proposed school district and trustee zones, and population estimate for each zone.

**Combined District Boundary:**
BEGINNING at the Northeast corner of Township 5 South, Range 38 East, Boise Meridian; thence South to the Southeast corner of Township 5 South, Range 38 East; thence East to the Northeast corner of Section 1, Township 6 South, Range 39 East; thence South to the Southeast corner of Township 6 South, Range 39 East; thence East to the Northeast corner of Section 5, Township 7 South, Range 40 East; thence South to the Southwest corner of Section 32 of said Township and Range, thence East 4 miles to the Northeast corner of Section 1, Township 8 South, Range 40 East; thence South to the Southeast corner of said Township and Range; thence East 3 miles to the Northwest corner of Section 19, Township 9 South, Range 41 East; thence East 1 mile; thence South 3 miles; thence East 5 miles to the West boundary of Bear Lake County; thence Southerly following said boundary line to the South line of Township 12 South; thence West 9 miles to the Northwest corner of Section 2, Township 13 South, Range 40 East; thence South ½ mile; thence East 1 mile; thence South 2 ½ miles to the Southeast corner of Section 14, Township 13 South, Range 40 East; thence West 4 miles; thence North 3 miles; thence West 1 mile; thence East ½ mile; thence North 1 mile; thence West ½ mile; thence North 7 ½ miles to the east ¼ corner of Section 13, Township 11 South, Range 39 East; thence West 3 miles; thence North 2 ½ miles; thence West 1 mile, more or less, to the summit of the Portneuf Mountains; thence in a northwesterly direction along the summit to its intersection with the west line of Section 29, Township 10 South, Range 39 East; thence North to the Northwest corner of Section 5, said Township and Range; thence East to the south ¼ corner of Section 35, Township 9 South, Range 39 East, and the Fort Hall Correction Line; thence following the Bannock-Caribou County line in a Northwesterly direction to its intersection with the South line of Section 14, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly, Southwesterly, Northerly and Northeasterly direction to its intersection with the Bingham-Caribou County line; thence East on the Bingham-Caribou County line to the Northeast corner of Township 5 South, Range 38 East, the True Point of Beginning.

**TRUSTEE ZONE 1**

**POPULATION: 291**
BEGINNING at the Northeast corner of Township 5 South, Range 38 East, Boise Meridian; thence South to the Southeast corner of Township 5 South, Range 38 East; thence East to the Northeast corner of Section 1, Township 6 South, Range 39 East; thence South 2 ½ miles, more or less to the centerline of the Cow Camp Road; thence Southwesterly along said centerline to the Northeast corner of Section 33, of said Township and Range; thence South along the centerline of the Chesterfield Road to the Southeast corner of Section 10, Township 7 South, Range 39 East; thence along the centerline of Stalker Road to the Northwest corner of Section 18, of said Township and Range; thence South to the point of intersection with the Shipley Road; thence West along the centerline of the Shipley Road to the point of intersection with the Kelly Toponce Roads; thence Southerly along the centerline of the Kelly Toponce Road to the point of intersection with the old Highway 30; thence Southwesterly along the centerline of the old Highway 30 to the point of intersection on the South boundary line of Section 16, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly, Southwesterly, Northerly and Northeasterly direction to its intersection with the Bingham-Caribou County, Idaho line; thence East on the Bingham-Caribou County, Idaho line to the Northeast corner of Township 5 South, Range 38 East, the True Point of Beginning.
TRUSTEE ZONE 2:

POPULATION: 283

BEGINNING at the point of intersection on the East boundary line of Section 13, Township 6 South, Range 39, East, Boise Meridian, with the centerline of Cow Camp Road; thence South to the Southeast corner of Township 6 South, Range 39 East; thence East to the Northeast corner of Section 5, Township 7 South, Range 40 East; thence South to the Southeast corner of Section 32 of said Township and Range; thence East 4 miles to the Northeast corner of Section 1, Township 8 South, Range 40 East; thence South to the Southeast corner of said Township and Range; thence South 2 miles, more or less, to a point of intersection on the centerline of Highway 30; thence along the centerline of said highway Westerly and Southwesterly to a point of intersection on the Bannock-Caribou County line; thence following the Bannock-Caribou County line in a Northwesterly direction to its intersection with the South line of Section 14, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly direction to its intersection on the centerline of the old Highway 30; thence Northerly along said centerline to the point of intersection with the Kelley Toponce Road; thence Northerly along the centerline of said road to the point of intersection with the Shipley Road; thence Easterly along the centerline of said road to the point of intersection with the Stalker Road; thence Easterly along the centerline of said road to the point of intersection with the Chesterfield Road; thence Northerly along the centerline of Chesterfield Road to the Northeast corner of Section 33, of Township 6 South, Range 39 East; thence along the centerline of the Cow Camp Road in a Northeasterly direction to the True Point of Beginning.

TRUSTEE ZONE 3:

POPULATION: 281

BEGINNING at the Northeast corner of Section 18, Township 9 South, Range 40 East, Boise Meridian, the same being the intersection of the Highway 30 and Hegstrom Road; thence Southerly 5 miles along the centerline of said Hegstrom Road to the point of intersection with Turner Road; thence Easterly 4 miles along the centerline of said Road to the point of intersection with Cinder Pit Road; thence South 1 mile along the centerline of said road to the point of intersection with the One Mile Road; thence East ½ miles along the centerline of said Road to the point of intersection with the Highway 34; thence Southerly along the centerline of said Highway to the Northeast corner of Section 36, Township 11 South, Range 40 East; thence West along the North boundary of said Section 36 to a point of intersection on the centerline of the Bear River; thence Southerly along the centerline of said River to a point of intersection on the South boundary of Township 11 South; thence West along the North boundary of Franklin County, Idaho to the Southwest corner of said Township 11 South, Range 40 East; thence North 3 ½ miles to the east ¼ corner of Section 13, Township 11 South, Range 39 East; thence West 3 miles; thence North 2 ½ miles; thence West 1 mile, more or less, to the summit of the Portneuf Mountains; thence in a northwesterly direction along the summit to its intersection with the west line of Section 29, Township 10 South, Range 39 East; thence North to the Northwest corner of Section 5, said Township and Range; thence East to the south ¼ corner of Section 35, Township 9 South, Range 39 East, and the Fort Hall Correction Line; thence following the Bannock-Caribou County line in a Northerly direction to its intersection with the centerline of Highway 30; thence Northeastery and Easterly along said centerline to the True Point of Beginning.
TRUSTEE ZONE 4:

POPULATION: 293

BEGINNING at the Northwest corner of Section 17, Township 9 South, Range 40 East, Boise Meridian, the same being the intersection of the Highway 30 and Hegstrom Road; thence Easterly along the centerline of said Highway 5 miles to the point of intersection on the East boundary line of Section 13, Township 6 South, Range 39, East, Boise Meridian; thence South to the Northwest corner of Section 19, Township 9 South, Range 41 East; thence East 1 mile; thence South 3 Miles; thence East 5 miles to the West boundary of Bear Lake County, Idaho; thence Southerly following said boundary line to the North boundary of Franklin County, Idaho; thence West along said boundary to the South ¼ corner of Section 31, Township 11 South, Range 41 East; thence North ¼ of a mile; thence West ¼ mile; thence North ¼ mile; thence West ¼ mile to the Northwest corner of said Section; thence Northerly along the centerline of Highway 34 to the point of intersection with One Mile Road; thence West ¼ miles along the centerline of said Road to the point of intersection with the Cinder Road; thence Northerly 1 mile along the centerline of said Road to the intersection with the Turner Road; thence Westerly 4 miles along the centerline of said Road to the point of intersection with the Hegstrom Road; thence Northerly 5 miles along the centerline of said Road to the True Point of Beginning.

TRUSTEE ZONE 5:

POPULATION: 290

BEGINNING at the Northwest corner of Section 6, Township 12 South, Range 40 East, Boise Meridian; thence Easterly along the North boundary of Franklin County, Idaho, to a point of intersection with the centerline of the Bear River; thence Northerly along the centerline of said River to a point of intersection on the North boundary of Section 36, Township 11 South, Range 40 East; thence Easterly ¼ mile along the North boundary of Section 31, Township 11 South, Range 41 East; thence South ¼ mile; thence East 1A mile; thence South ¾ mile to the South ¼ corner of said Section; thence Easterly along the North boundary of Franklin County, Idaho to a point of intersection on the West boundary of Bear Lake County, Idaho; thence Southerly following said boundary line to the South line of Township 12 South; thence West 9 miles to the Northwest corner of Section 2, Township 13 South, Range 40 East; thence South ½ mile; thence East 1 mile; thence South 2 ½ miles to the Southeast corner of Section 14, Township 13 South, Range 40 East; thence West 4 miles; thence North 3 miles; thence West 1 mile; thence North 1 mile; thence East ½ mile; thence North 1 miles; thence West ½ mile; thence North 4 miles to the True Point of Beginning.

Assessed value of taxable property in each district, and the combined district.

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<thead>
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<td>2013 Full Taxable Value</td>
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We remind all residents of the public hearings:

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April 16th @ 7 p.m.
North Gem auditorium

**Grace Residents**
April 17th @ 7 p.m.
Gem Valley Performing Arts Center
Community Petition
for
Consolidation of SD 148 and SD 149
based off of
33-310A., Idaho Code

We, registered voters from School Districts No. 148 and 149, create this petition for the consideration of consolidation of School Districts No. 148 and 149.

We are aware of Title 33-310A., Idaho Code and the liberties and requirements for this petition.

We are also aware of the events scheduled to take place in the upcoming months. One of these events is an election for a 4.8 million dollar bond for 20 years scheduled to take place on the eleventh (11) of March, 2013 for the North Gem School District No. 149.

The bond election was requested from the North Gem School District No. 149 Board of Trustees to the Caribou County Court House. The options that will be held on the ballot include: the option to pass the 4.8 million dollar bond, or vote against the bond. However, the other options that are, and have been, addressed to the community are not stated for the ballot. One of these options is the option of consolidating with a neighboring school district(s).

We, as registered voters residing within district boundaries of Districts No. 148 and 149, request for consideration in consolidating these two districts.

We petition that the option of the consideration of consolidation of these two districts—District No. 148 and 149—be added to the ballot for the eleventh (11) of March, 2013 election.

In addition, we hereby include in our petition the following information. We have followed the requirements and liberties described in Title 33-310A., Idaho Code.

Title 33-310A., Idaho Code states, "five per cent (5%) or more of the registered voters from each of two (2) or more contiguous school districts, when such districts coincide with election precincts, or, a number of registered voters equal to fifteen per cent (15%) or more of the aggregate number of votes cast at the last three (3) elections for school trustees in each of the school districts, may petition in writing proposing the consolidation of their districts into a single new district."

The requirements of such a petition are then stated again in Title 33-310A., Idaho Code: "One (1) copy of such petition shall be presented to the board of trustees of each district included in the proposed consolidation. The petition shall contain:

1. The names and addresses of the petitioners;
2. A map or maps showing the boundaries of the proposed new district, the boundaries of the component consolidating districts, the location of existing schoolhouses or facilities of the component districts, the proposed trustee zones, and the proposed transportation routes, if any."

We include the requirements listed above and in Title 33-310A., Idaho Code, along with the names and addresses of the petitioners attached to this petition.
STATE OF IDAHO

ss.

County of Caribou

To School District #148: I, Veda Mascarenas, County Clerk of Caribou County, here by certify that seven names on this Petition are those of qualified electors.

Signed: [Signature]
County Clerk or Deputy

(Seal of Office)
<table>
<thead>
<tr>
<th>NAME (PRINT/SIGN)</th>
<th>ADDRESS</th>
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<tr>
<td>Berry</td>
<td>603 Bench Lago</td>
<td>2/13/14</td>
</tr>
<tr>
<td>Paul Campbell</td>
<td>2248 Bench View Dr.</td>
<td>2/13/14</td>
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<tr>
<td>John Myers</td>
<td>315 E 2nd S</td>
<td>2/13/14</td>
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<tr>
<td>Karen Klaus</td>
<td>405 S. Main</td>
<td>2/13/14</td>
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<tr>
<td>Amy Hulse</td>
<td>15762 N. Hwy 34</td>
<td>2/13/14</td>
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<tr>
<td>Diet Peters</td>
<td>116 S. 3rd W</td>
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<td>DJ Anderson</td>
<td>1747 Rich Rd</td>
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<td>Deb Collier</td>
<td>969 E. Center</td>
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<tr>
<td>Michelle Rasmussen</td>
<td>220 S. 2nd W</td>
<td>2/13/14</td>
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<tr>
<td>Carter Welch</td>
<td>1554 Turn Rd.</td>
<td>2/13/14</td>
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<tr>
<td>Saraa Maushee</td>
<td>2128 N. Rd</td>
<td>2/13/14</td>
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<tr>
<td>Charity Partain</td>
<td>232 S. 5th G. Grace</td>
<td>2/13/14</td>
</tr>
<tr>
<td>Courtney Sutter</td>
<td>2153 Burton CYN Rd.</td>
<td>2/13/14</td>
</tr>
</tbody>
</table>
STATE OF IDAHO

ss

County of Caribou

To School #148: I, Veda Mascarenas, County Clerk of Caribou County, hereby certify that Fifty Seven names on this Candidacy Petition are those of qualified electors.

Signed: [Signature]
County Clerk or Deputy

(Seal of Office)
<table>
<thead>
<tr>
<th>NAME (PRINT&amp;SIGN)</th>
<th>ADDRESS</th>
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<tbody>
<tr>
<td>Jessica Kimball</td>
<td>204 N. 2nd E, Grace, ID 83241</td>
</tr>
<tr>
<td>Jason Kimball</td>
<td>693 E 200 S, Grace, ID 83241</td>
</tr>
<tr>
<td>Susan Kimball</td>
<td>719 S Main, Grace, ID 83241</td>
</tr>
<tr>
<td>Barbara Lloyd</td>
<td>306 E Center, Grace, ID 83241</td>
</tr>
<tr>
<td>Colleen Benson</td>
<td>115 E Harvard Rd, Grace, ID 83241</td>
</tr>
<tr>
<td>Ryan Lloyd</td>
<td>96 E Harvard Rd, Grace, ID 83241</td>
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<tr>
<td>Julie Lloyd</td>
<td>96 E Harvard Rd, Grace, ID 83241</td>
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<tr>
<td>Hughie Michael</td>
<td>1977 Nates Bench Rd, Grace, ID 83241</td>
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<tr>
<td>Randy Lloyd</td>
<td>262 N 1st E, Grace, ID 83241</td>
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<tr>
<td>Rory Lloyd</td>
<td>1156 Harvard Rd, Grace, ID 83241</td>
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<tr>
<td>Leslie Lloyd</td>
<td>287 S 2 E, Grace, ID 83241</td>
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<tr>
<td>Cathy Rasmussen</td>
<td>2106 Burt Cyn Rd, Grace, ID 83241</td>
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<tr>
<td>Andrea Smith</td>
<td>268 Burt Cyn Rd, Grace, ID 83241</td>
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<td>Hiji Smith</td>
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<td>Kathryn Ball</td>
<td>1458 Burt Cyn Rd, Grace, ID 83241</td>
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<tr>
<td>Kim Welch</td>
<td>172 Merrill Way, Grace, ID 83241</td>
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<tr>
<td>Susan Welch</td>
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<td>Brady Welch</td>
<td>1632 Central Rd, Boise, ID 83241</td>
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<td>Jessica Way</td>
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<td>Nick Wood</td>
<td>182 Merrill Way, Grace, ID 83241</td>
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<tr>
<td>Ken Yost</td>
<td>1780 Rich Rd, Grace, ID 83241</td>
</tr>
<tr>
<td>Lisa Yost</td>
<td>1780 Rich Rd, Grace, ID 83241</td>
</tr>
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## Community Petition Signatures for SD 148

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STATE OF IDAHO

ss

County of Caribou

To School #149: I, Veda Mascarenas, County Clerk of Caribou County, here by certify that Thirty Two names on this Candidacy Petition are those of qualified electors.

Signed: [Signature]
County Clerk or Deputy

(Seal of Office)
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<td>Chaceltoni</td>
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<td>George Johnson</td>
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Verified on Thursday, January 10, 2014
Caribou County Courthouse
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| Melanie Hatch     | 3023 Chesterfield Rd  
                  | Bancroft, ID 83217 |
| Brantly Hatch     | 3023 Chesterfield Rd  
                  | Bancroft, ID 83217 |
| Jenna Labrauche   | 2629 Kelly Toponce Rd  
                  | Bancroft, ID 83217 |
| Tiffany Labrauche | 560 Kelly Toponce Rd  
                  | Bancroft, ID 83217 |
| Nyle Crump        | 120 Chesterfield Rd  
                  | Bancroft, ID 83217 |
| Tonya Simons      | 940 Kelly Toponce Rd  
                  | Bancroft, ID 83217 |
| Grant Simons      | 940 Kelly Toponce Rd  
                  | Bancroft, ID 83217 |
| Wilder Hatch      | 2387 Kelly Toponce Rd  
                  | Bancroft, ID 83217 |
| Kelly S. Hatch    | 897 Mile 5 Rd  
                  | 897 Mile 5 Rd  
                  | Bancroft, ID 83217 |
| Ein Schwiesew     | 897 Mile 5 Rd  
                  | Bancroft, ID 83217 |
| Norman Schwiesew  | 826 Wood Rd  
                  | Bancroft, ID 83217 |
| Brant Labrauche   | 826 Wood Rd  
                  | Bancroft, ID 83217 |
| David Labrauche   | 2526 Kelly Toponce Rd  
                  | Bancroft, ID 83217 |
| Brian Stanger     | 2526 Chesterfield Rd  
                  | Bancroft, ID 83217 |
| Michelle Stanger  | 2709 Chesterfield Rd  
                  | Bancroft, ID 83217 |
| Allee Reckard     | 2698 Nipher Rd  
                  | Bancroft, Idaho |
| Kari Lee Perkins  | 2698 Nipher Rd  
                  | Bancroft, Idaho |
| Noran Johnsen     | 2305 5th West  
                  | Bancroft, ID 83217 |
| Janet Johnsen     | 230 S. 3rd West  
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SUBJECT
Temporary and Proposed - Rule IDAPA 08.02.01.400 – Rules Governing Administration.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-133, Idaho Code

BACKGROUND/DISCUSSION
IDAPA 08.02.01.400.01.b and .c was last amended in 1997. This section of Administrative Rule outlines the formula for reimbursement to the school district for Exceptional Child Support Units. The current language contains two technical errors in the descriptor for the numbers used in calculating the reimbursement. The proposed changes would correct the technical errors.

IMPACT
There is no fiscal impact because the state has already been reimbursing at the correct rate.

ATTACHMENTS
Attachment 1 – Proposed changes to IDAPA 08.02.03.400

STAFF COMMENTS AND RECOMMENDATIONS
The Board office received a request that the Exceptional Child Support Units calculation be reevaluated and potentially adjusted based on the current numbers of students who meet the criteria for inclusion in the calculation. Board staff forwarded the request to the Department of Education for evaluation and recommendation to the Board. Due to the current resources in the Department of Education the analysis was not able to be completed in time for a Proposed rule amendment for the Board to consider this year.

The current formula in Administrative Rule is based on 6% of students in grades kindergarten through grade six (K-6) and 5.5% of students in grades seven through twelve (7-12) falling within this category. Current data from the Department indicates that for the 2013 child count and fall enrollment the percentages of children that would fall under this category are:

- Elementary (K-6) – 8.10%
- Secondary (7-12) – 8.57%

The Department is proposing at this time that only a technical correction be made to the Administrative rule fixing error in the descriptive text of the multiplier in the form of a Temporary and Proposed Rule. Since the Department is already calculating and distributing the funds correctly the Temporary rule is unnecessary.
BOARD ACTION
    I move to approve the Temporary and Proposed rule amendment to IDAPA 08.02.03.400, as submitted

    Moved by __________ Seconded by __________ Carried Yes _____ No _____
400. SPECIAL EDUCATION FUNDING FOR DISTRICTS WITH APPROVED PROGRAMS.

01. Reimbursement for Exceptional Child Support Units. State reimbursement provided by exceptional child support units is based on the following formula: (4-1-97)

   a. Preschool students will generate funding based upon the weekly hours and minutes they are enrolled in special education. (4-1-97)

   b. From the fall elementary enrollment of kindergarten through grade six (K-6), subtract elementary residential facility students and multiply the result by six one-hundredths (.006). Add the elementary residential facility students to the product. (Section 33-1002(4), Idaho Code.) (4-1-97)

   c. From the fall regular secondary enrollment of grades seven through twelve (7-12), subtract secondary residential facility students and multiply the result by fifty-five one-hundredths thousandths (.055). Add the secondary residential facility students to the product. (Section 33-1002(4), Idaho Code.) (4-1-97)

   d. Add the juvenile detention facility students to the total. (4-1-97)

   e. Use the exceptional child divisor to determine the number of exceptional child units. Secondary programs with a smaller divisor may use the smaller divisor for their secondary computation. (4-1-97)

   f. Elementary and secondary exceptional child support units will be calculated using one hundred percent (100%) Average Daily Attendance (ADA); the ADA will be subtracted from their respective regular elementary and secondary administrative unit for computing the support unit. (4-1-97)

02. Contracting for Educational and Related Services. (Section 33-2004, Idaho Code) (4-1-97)

   a. A school district which contracts for special education services with another agency may claim reimbursement up to a maximum amount of state funding, as annually determined by the State Department of Education, less the district’s certified annual tuition rate. When any agency contracts for the education of exceptional children, all such children will be enrolled in the district of their residence and the agency will certify to the home school district the daily record of attendance of such student. (4-1-97)

   b. For special education contracts between local school districts, the district receiving service will pay the district providing service the amount of the providing district’s local annual tuition rate as certified under the provision of Idaho Code. The school district providing service will include students served within such contract within the total number of special education students used to calculate exceptional education support units. Charges for additional costs may be negotiated between the districts. (4-1-97)

   c. The State Department of Education will determine if public and private schools and facilities meet state standards for an approved special education program. Any agency aggrieved by the Department of Education’s final decision may appeal that decision to the State Board of Education. (4-1-97)
SUBJECT

Proposed Rule - IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation by Reference.


Proposed standards revisions to the Idaho Standards for Operating procedures for Idaho Public Driver Education Programs.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

Standards Revisions

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following endorsements were reviewed by committees of content experts in the fall of 2013 and the spring of 2014 and are ready for submission: School Counselor, Special Education Generalist, Special Education Director and School Psychologist. All standards and endorsements were revised to better align with national standards and best practices, and then presented to the Professional Standards Commission for consideration. The Professional Standards Commission has recommended approval of all of the committee’s proposed revisions including renaming the Library Science/Library Media Specialist standards and endorsement to Teacher Librarian.

A public school district may contract with an approved private driving school to provide a driver education program. In order to assure a quality program, maintain student records and proper reporting to the Idaho State Department of Education, specific wording was added to the standards regarding contracting.

IMPACT

Approval of the Idaho Standards for Initial Certification of Professional School Personnel will bring the standards up to date with current best practices in the listed areas. Approval of the Driver Education Program standards will provide clarity to the reporting requirements.

ATTACHMENTS

Attachment 1 – Proposed rule changes to IDAPA 08.02.02.004 Rules Governing Uniformity

Attachment 2 – Proposed revisions to the Idaho Standards for Initial Certification of Professional School Personnel.

Attachment 2 – Proposed revisions to the Operating procedures for Idaho Public Driver Education Programs.
STAFF COMMENTS AND RECOMMENDATIONS

When standards are incorporated by reference into Administrative Rule they have the force and effect of law and may only be amended through the rule making process.

BOARD ACTION

I move to approve the proposed revisions to the Idaho Foundation and Enhancement Standards for: School Counselor, Special Education Generalist, Special Education Director and School Psychologists as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the proposed standards revisions to the Idaho Standards for Operating procedures for the Idaho Public Driver Education Programs, Incorporated by Reference, as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the Proposed Rule amendments to IDAPA 08.02.02.04.01, Rules Governing Uniformity, Incorporation By Reference as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)


03. Operating Procedures for Idaho Public Driver Education Programs as approved on August 15, 2013. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/driver_edu/forms_curriculum.htm. (3-20-14)
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IDAHO STANDARDS FOR INITIAL CERTIFICATION OF

PROFESSIONAL SCHOOL PERSONNEL

Idaho State Board of Education

Idaho State Department of Education

July 1, 2016

(Date for Teacher Preparation Program Approval Accountability)

(Revised May 2014August 14, 2014)

Standards for Initial Certification of Professional School Personnel
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Idaho Standards for Initial Certification of Professional School Personnel

Summary & Background

Overview of the Past Standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example - Past (input-based) Standard Format, Biological Science:

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program completers gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

In 2012 a committee of education experts was convened to review and revise the Idaho Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised InTASC Model Core Teaching Standards (April 2011) as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Model Core Teaching Standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:
- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.
Revised Idaho Core Teacher Standards (InTASC 2011)

The “Idaho Core Teacher Standards” apply to ALL teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

**Example of content area Enhancements:**

**Standard #1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

*In other words, Core Standard #1 basically states that the teacher must know the subject and how to create meaningful learning experiences.*

**Examples an Enhancement to Standard #1:**

- **For Language Arts:** The teacher integrates reading, writing, speaking, listening, viewing, and language study.

- **For Math:** The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that every teacher needs to know. Therefore, it is Standard # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall standards for any subject area.
Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

The Process of Idaho Standards Development and Maintenance

The move to INTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).
Idaho Core Teaching Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

2. The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

2. The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

1. The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.
2. The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

3. The teacher takes responsibility for promoting learners’ growth and development.

4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

**Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

**Knowledge**

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

**Performance**

1. The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

4. The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

**Disposition**

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3. The teacher makes learners feel valued and helps them learn to value each other.

4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

*Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Knowledge**
1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.

5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

2. The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

4. The teacher seeks to foster respectful communication among all members of the learning community.

5. The teacher is a thoughtful and responsive listener and observer.
Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4. The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Performance

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.

2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.

5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.

9. The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

Disposition

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

2. The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.

3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4. The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

7. The teacher understands creative thinking processes and how to engage learners in producing original work.

8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
Performance

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

3. The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.

4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5. The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

7. The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

8. The teacher develops and implements supports for learner literacy development across content areas.

Disposition

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6. The teacher knows when and how to evaluate and report learner progress against standards.

7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.

2. The teacher takes responsibility for aligning instruction and assessment with learning goals.
3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands content and content standards and how these are organized in the curriculum.

2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

2. The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

Disposition

1. The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8. The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Disposition

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved
teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

2. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

4. The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.
Performance

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Disposition

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

3. The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

8. The teacher uses and generates meaningful research on education issues and policies.

9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Disposition

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

   The teacher respects families’ beliefs, norms, and expectations and seeks to work

2. collaboratively with learners and families in setting and meeting challenging goals.

3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

4. The teacher takes responsibility for contributing to and advancing the profession.

5. The teacher embraces the challenge of continuous improvement and change.
Standards for Bilingual Education and
ENL (English as a New Language) Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.

3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).

5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

7. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Performance

1. (Bilingual only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students’ linguistic and cultural diversity.

4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
Knowledge

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students’ educational experiences.

2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Performance

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2. The teacher integrates language and content instruction appropriate to the students’ stages of language acquisition.

3. The teacher facilitates students’ use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.

2. The teacher understands how a student’s first language may influence second language production (ex: accent, code-switching, inflectional endings).

3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.
Performance

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

2. The teacher utilizes strategies that advance accuracy in students’ language production and socioculturally appropriate usage with an understanding of how these are influenced by the first language.

3. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities/giftedness and second language development.

4. The teacher provides appropriate accommodations that allow students to access academic content.

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.**

Knowledge

1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

2. The teacher has a repertoire of effective strategies that promote students’ critical thinking and problem solving at all stages of language development.

Performance

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

2. The teacher employs a repertoire of effective strategies that promote students’ critical thinking and problem solving at all stages of language development.

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

Knowledge

1. The teacher understands the influence of culture on student motivation and classroom management.
Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

*Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

3. The teacher understands the extent of time and effort required for language acquisition.

Performance

1. The teacher demonstrates competence in facilitating students’ acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.

3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

*Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.*
Knowledge

1. The teacher understands how to incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

1. The teacher creates and delivers lessons that incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

2. (Bilingual only) The teacher understands how to measure students’ level of English language proficiency and second target language proficiency.

3. (ENL only) The teacher understands how to measure the level of English language proficiency.

4. The teacher understands the relationship and difference between levels of language proficiency and students’ academic achievement.

5. The teacher is familiar with the state English language proficiency assessment.

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students’ families, and to colleagues.

7. The teacher understands appropriate accommodations for language learners being tested in the content areas.

8. The teacher understands how to use data to make informed decisions about program effectiveness.
Performance

1. The teacher selects and administers assessments suited to the students’ culture, literacy and communication skills.

2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

4. The teacher uses appropriate accommodations for language learners being tested in the content areas.

5. The teacher uses data to make informed decisions about program effectiveness.

*Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*

Knowledge

1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

*Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.*

Knowledge

1. The teacher understands the benefits of family and community involvement in students’ linguistic, academic, and social development.

2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Performance

1. The teacher creates family and community partnerships that promote students’ linguistic, academic, and social development.

2. The teacher collaborates with colleagues to promote opportunities for language learners.
3. The teacher assists other educators and students in promoting cultural respect and validation of students’ and families’ diverse backgrounds and experiences.
GLOSSARY OF TERMS

ACTFL Proficiency Guidelines
A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL)
An organization for world language professionals of K-12 and higher education

Articulatory System
The mechanism by which the sounds of a language are produced.

Bilingual Education Program
An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy
The ability to read and write in two languages

Code-switching
A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

English as a New Language (ENL)
Refers to the teaching of English to speakers of other languages

Inflectional Endings
Grammatical markers or suffixes used in standard conventional language production
STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

Primary Language
An individual’s most developed language.

Register
The usage of language in a particular social context

ADDITIONAL RESOURCES
National Clearinghouse for English Language Acquisition
www.ncela.gwu.edu
Center for Research on the Educational Achievement and Teaching of English Language Learners
www.cal.org/create
CREDE
www.crede.org
NABE
www.nabe.org
TESOL
www.tesol.org
CARLA
www.carla.umn.edu
REFERENCES

Teachers of English to Speakers of Other Languages, Inc. (2010). TESOL/NCATE standards for
the recognition of initial TESOL programs in P-12 ESL teacher education. Alexandria, VA:
Author.

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Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher understands how values and ethics affect communication.

2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

3. The teacher knows the components and processes of communication.

4. The teacher understands the interactive roles of perceptions and meaning.

5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.

7. The teacher knows methods and steps of problem solving in communication arts.

**Performance**

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process (e.g., speeches, interpersonal interactions, journalistic writing, and debate).

2. The teacher provides instruction and practice in conducting and applying research.

3. The teacher creates lessons that stress the importance of audience analysis and adaptation.

4. The teacher presents communication as a process consisting of integral components.

5. The teacher explains various methods of organization and their effects on the communication process.

*Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

*Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.*

*Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.*

*Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

*Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well being.
Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).

2. The teacher understands the elements of design and layout.

3. The teacher understands the purposes and elements of photojournalism (e.g., composition and processing).

4. The teacher understands the purposes, types, and rules of headline and caption writing.

5. The teacher possesses knowledge of interviewing skills.
6. The teacher knows how to organize and equip a production area.

7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, and business personnel).

8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, and the Internet).

9. The teacher understands advertising and finance.

10. The teacher knows the fundamentals of editing.

11. The teacher understands processes of effective critiquing.

12. The teacher understands journalistic law.

**Performance**

1. The teacher instructs students in the fundamentals of journalistic style.

2. The teacher presents and requires students to apply the techniques of design and layout.

3. The teacher integrates the purposes and elements of photojournalism into the production process.

4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.

5. The teacher provides opportunities for students to practice and use interviewing skills.

6. The teacher teaches editing skills and provides opportunities for student practice.

7. The teacher provides opportunities for students to critique and evaluate student and professional work.
Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.
Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**

1. The teacher understands the models of interpersonal communication.

2. The teacher knows the processes of hearing and listening.

3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, and problem solving).

5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, and ceremonial).

7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

8. The teacher understands the necessity of adapting public speaking styles and skills to various media.

9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

10. The teacher knows the theories and practices of argumentation.

11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, and fallacies).

12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, and debate).

13. The teacher knows how to identify and minimize communication anxiety.

**Performance**

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, and conflict resolution).

2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4. The teacher provides instruction in presenting for various media.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).

6. The teacher provides opportunities for students to participate in debate and speaking events.

7. The teacher explains various methods of organization and their effects on the communication process.

8. The teacher provides strategies for minimizing communication anxiety.

**Standard 2: Knowledge of Human Development and Learning -** The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs -** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

**Standard 4: Multiple Instructional Strategies -** The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

**Standard 5: Classroom Motivation and Management Skills -** The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills -** The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**Standard 7: Instructional Planning Skills -** The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment of Student Learning -** The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.
Idaho Standards for Blended Early Childhood Education/
Early Childhood Special Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Early Childhood Blended Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

* This language was written by a committee of content experts and has been adopted verbatim

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The educator knows how young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).

2. The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.
3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.

4. The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The educator understands the elements of play and how play assists children in learning.

6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

8. The educator understands the acquisition of self-help skills that facilitate the child’s growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).

9. The educator understands the comprehensive nature of children’s well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

Performance

1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.

2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
Knowledge

1. The educator knows that family systems are inextricably tied to child development.

2. The educator understands the typical and atypical development of infants’ and young children’s attachments and relationships with primary caregivers.

3. The educator understands how learning occurs and that young children’s development influences learning and instructional decisions.

4. The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.

5. The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Performance

1. The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.

2. The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Knowledge

1. The educator knows aspects of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.
3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The educator knows how to access information regarding specific children’s needs and disability-related issues (e.g., medical, support, and service delivery).

Performance
1. The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge
1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

Performance
1. The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).

2. The educator uses instructional strategies that support both child-initiated and adult-directed activities.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The educator understands the importance of routines as a teaching strategy.

2. The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in young children.
3. The educator understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.

4. The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

5. The educator understands crisis prevention and intervention practices.

6. The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

**Performance**

1. The educator promotes opportunities for young children in natural and inclusive settings.

2. The educator embeds learning objectives within everyday routines and activities.

3. The educator creates an accessible learning environment, including the use of assistive technology.

4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The educator creates an environment that encourages self-advocacy and increased independence.

6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.

7. The educator conducts functional behavior assessments and develops positive behavior supports.

*Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.*
Performance

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

Performance

1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.

2. The educator assists families in identifying their resources, priorities, and concerns in relation to their children’s development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).

3. The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).

4. The educator analyzes activities and tasks and uses procedures for determining and monitoring children’s skill levels and progress.

5. The educator evaluates and links children’s skill development to that of same age peers.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.
2. The educator knows that developmentally appropriate assessment procedures reflect children’s behavior over time and rely on regular and periodic observations and record keeping of children’s everyday activities and performance.

3. The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

4. The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

**Performance**

1. The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).

2. The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.

3. The educator collaborates with families and professionals involved in the assessment of children.

4. The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Knowledge**

1. The educator understands NAEYC Licensure and DEC Personnel Standards.

**Performance**

1. The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.
**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

**Knowledge**

1. The educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.

2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The educator knows community, state, and national resources available for young children and their families.

4. The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.

5. The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

6. The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.

7. The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.

**Performance**

1. The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics.

2. The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child’s development and learning.

3. The educator identifies and accesses community, state, and national resources for young children and families.
4. The educator advocates for young children and their families.

5. The educator creates a manageable system to maintain all program and legal records for children.

6. The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

7. The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.
Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.

5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.

6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students’ abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

8. The teacher understands the comprehensive nature of students’ physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.

11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

**Performance**

1. The teacher models the appropriate and accurate use of language arts.
2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.

3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.

6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

**Knowledge**

1. The teacher understands that young children’s and early adolescents’ literacy and language development influence learning and instructional decisions.

2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

**Performance**

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.**
Knowledge

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Performance

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the importance of teaching and re-teaching classroom expectations.

2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Performance

1. The teacher consistently models and teaches classroom expectations.

2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.
Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for English Language Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.

The Learner and Learning

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.

2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).

3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.
Standard #2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.

2. Candidates design and/or implement instruction that incorporates students’ linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

1. Candidates use various types of data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Content Knowledge

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect
and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of
language acquisition; they connect the influence of English language history on ELA content and
its impact of language on society.

3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into
consideration the interrelationships among form, audience, context, and purpose; candidates
understand that writing involves strategic and recursive processes across multiple stages (e.g.
planning, drafting, revising, editing, and publishing); candidates use contemporary technologies
and/or digital media to compose multimodal discourse.

4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary
knowledge to general academic and domain specific words as well as unknown terms important to
comprehension (reading and listening) or expression (speaking and writing).

**Standard #5: Application of Content - The teacher understands how to connect concepts and use
differing perspectives to engage learners in critical thinking, creativity, and collaborative problem
solving related to authentic local and global issues.**

**Performance**

1. Candidates design and/or implement instruction related to the strategic use of language conventions
(grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes,
and modalities.

2. Candidates design and/or implement English language arts and literacy instruction that promotes
social justice and critical engagement with complex issues related to maintaining a diverse, inclusive,
equitable society.

3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and
complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to
students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

4. Candidates design and/or implement instruction related to speaking and listening that lead to students
becoming critical and active participants in conversations and collaborations.

**Instructional Practice**

**Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage
learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's
decision making.**
Performance

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students’ writing throughout the students’ writing processes in ways that engage students’ ideas and encourage their growth as writers over time.

4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students’ self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media, and knowledge about students’ linguistic and cultural backgrounds.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.
Idaho Standards for Gifted and Talented Education Professionals

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Gifted and Talented Education Professional Standards are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts in 2013, and has been adopted verbatim.

**Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

Knowledge

1. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.

2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).
3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.

4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.

5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.

6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

Performance

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.

2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.

3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.

4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

Supporting Explanation for Standard #1:

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Knowledge

1. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students’ needs with respect to an individual’s high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.

2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Supporting Explanation for Standard #2:

Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual’s learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual’s gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

*Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Knowledge

1. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.
Performance

1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.

2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.

3. Beginning gifted education professionals match their communication methods to an individual’s language proficiency and cultural and linguistic differences.

Supporting Explanation for Standard #3:

Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students’ gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual’s language, family, culture, and other significant contextual factors and how they interact with an individual’s gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of acquired skills across environments and subjects. They match their communication methods to an individual’s language proficiency and cultural and linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

Performance

1. Beginning gifted education professionals organize content knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.
Supporting Explanation for Standards #4 & #5:

The professional knowledge base in general education has made clear that the educators’ understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject-matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

- Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

- Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.

- Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.
Performance

1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments.

2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

Performance

1. Beginning gifted education professionals use pre-assessment and formative/summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents.

2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents.

3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents.

4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives.

5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Supporting Explanation for Standard #6:
Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.

Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individual’s constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long-range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

**Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Knowledge**

1. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.

2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.
4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.

3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

Supporting Explanation for Standard #7:

In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual’s abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator’s development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.
2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents.

3. Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.

4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.

5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Supporting Explanation for Standard 8:

Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21st Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.

2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

Performance

1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.
2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.

3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

**Supporting Explanation for Standard #9:**

Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.
Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.

**Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**

**Knowledge**

1. Beginning gifted education professionals understand the theory and elements of effective collaboration.

2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.

3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

**Performance**

1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

2. Beginning gifted education professionals serve as a collaborative resource to colleagues.

3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.

4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.

5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.

6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.
7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.

8. Beginning gifted education professionals match student needs with appropriate program options and services.

**Supporting Explanation for Standard #10:**

One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learner outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.
Glossary

General Curricula:
As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

Specialized Curricula:
As used “specialized curricula,” means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

Special Education Services:
Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

Individuals with Exceptionalities:
Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Instructional Strategies:
Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.
Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health and the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.

2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury.

3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).

5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).

Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.

2. The teacher knows strategies and techniques that develop positive health behavior changes in students.
Performance
1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.

2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

_Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom._

Knowledge
1. The teacher understands student jargon and slang associated with high-risk behaviors.

Performance
1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.

2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.

4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).

5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

_Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies._

Knowledge
1. The teacher understands the differing community health values and practices.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.

3. The teacher understands the influence of culture, media, technology, and other factors on health.

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.

2. The teacher accesses valid, appropriate health information and health-promoting products and services.

3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).
Performance

1. The teacher demonstrates the ability to advocate for personal, family, and community health.

2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.
Idaho Standards for Literacy Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.
Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

Performance

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

2. Modify the arrangements to accommodate students’ changing needs.

3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.

4. Create supportive environments where English learners are encouraged and given many opportunities to use English.

5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

**Standard #4: Content Knowledge** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards*

**Performance**

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).

3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.

6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.

7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

**Standard #5: Application of Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards*

**Performance**
Knowledge

1. Understands how literacy (reading and writing) occurs across all subject disciplines

Performance

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.

2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3. Incorporates all aspects of literacy across content areas for instructional planning.

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

6. Use multiple data sources to analyze individual readers’ performance and to plan instruction and intervention.

7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction.

8. Demonstrate the ability to communicate results of assessments to teachers and parents.
Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.

2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.

3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.

5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards
Performance

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.

2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance

Performance

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

2. Demonstrate effective use of technology for improving student learning.

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance
Performance

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.

2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.
Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.**

**Knowledge**

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

2. The teacher understands concepts of algebra.

3. The teacher understands the major concepts of geometry (Euclidean and non-Euclidean) and trigonometry.

4. The teacher understands basic concepts of number theory and number systems.
5. The teacher understands concepts of measurement.

6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.

7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).

8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.

9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Performance
1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.

2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher knows how to make use of students’ mathematical development, knowledge, understandings, interests, and experiences.

2. The teacher knows how to plan learning activities that respect and value students’ ideas, ways of thinking, and mathematical dispositions.

Performance
1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students’ ideas, ways of thinking, and promote positive mathematical dispositions.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.

**Knowledge**

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

**Performance**

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

**Standard 4: Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

**Knowledge**

1. The teacher knows how to formulate or access tasks that elicit students’ use of mathematical reasoning and problem-solving strategies.

2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.

3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.

4. The teacher knows how to frame mathematical questions and conjectures.

5. The teacher knows how to make mathematical language meaningful to students.

6. The teacher understands inquiry-based learning in mathematics.
7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).

8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Performance
1. The teacher formulates or accesses tasks that elicit students’ use of mathematical reasoning and problem-solving strategies.

2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.

3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.

4. The teacher uses a variety of instructional strategies to develops students’ use of standard mathematical terms, notations, and symbols.

5. The teacher uses and encourages the students to use a variety of representations to communicates mathematically.

6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.

7. The teacher uses and involves students in the appropriate use of technology to develop students’ understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

*Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

*Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.*

Knowledge
1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

**Performance**

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.

2. The teacher fosters mathematical discourse.

*Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

*Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*

**Knowledge**

1. The teacher knows how to assess students’ mathematical reasoning.

**Performance**

1. The teacher assesses students’ mathematical reasoning.

*Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*

*Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.*

*Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.*

**Knowledge**

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.

2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

Performance

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).

2. The teacher encourages students to identify connections between mathematical strands.

3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.
Idaho Standards for Online Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”.)

*This language was written by a committee of content experts and has been adopted verbatim.

Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge
1. The online teacher understands the current standards for best practices in online teaching and learning.

2. The online teacher understands the role of online teaching in preparing students for the global community of the future.
3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.

4. The online teacher understands the relationship between online education and other subject areas and real life situations.

5. The online teacher understands the relationship between online teaching and advancing technologies.

6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

**Performance**

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).

3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).

4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).

5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.
Standard #2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).

3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

4. The online teacher constructs learning experiences that take into account students’ physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. (Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g., Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)).

Standard #3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

**Standard #4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.**

**Knowledge**

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

**Performance**

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

**Standard #5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Performance**

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).

3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

**Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.**

**Knowledge**

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

**Performance**

1. The online teacher is a thoughtful and responsive communicator.

2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

**Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

**Performance**

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
3. The online teacher designs and develops subject-specific online content.

4. The online teacher uses multiple forms of media to design course content.

5. The online teacher designs course content to facilitate interaction and discussion.

6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

Standard #8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).

2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Performance
1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP’s).

2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

*Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well being.*
Idaho Standards for Physical Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.*

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**

1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.

2. The teacher understands the sequencing of motor skills (K-12).

3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles.

4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.

6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).

7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).

**Performance**

1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.

2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).

*Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

**Performance**

1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.

2. The teacher promotes physical activities that contribute to good health.
Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Performance

1. The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.

2. The teacher knows strategies to help students become self-motivated in physical education.

3. The teacher understands that individual performance is affected by anxiety.

4. The teacher understands principles of effective management in indoor and outdoor movement settings.

Performance

1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).

2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3. The teacher utilizes principles of effective management in indoor and outdoor movement settings.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster

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Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).

Performance
1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Performance
1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.
Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher provides for a safe physical education learning environment.

Knowledge
1. The teacher understands the inherent dangers involved in physical education activities.

2. The teacher understands the need to consider safety when planning and providing instruction.

3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).

5. The teacher understands school policies regarding student injury and medical treatment.

6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.

7. The teacher understands the appropriate steps when responding to safety situations.

8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance
1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.

2. The teacher informs students of the risks associated with physical education activities.
3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.

4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.

5. The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.

6. The teacher identifies safety situations and responds appropriately.

7. The teacher maintains CPR and first aid certification.
Pre-Service Technology Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards as well as the pre-service technology standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the pre-service technology standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS) for Teachers.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, types of and uses of technology and creates learning experiences that make technology meaningful for learners.

Knowledge

1. Awareness of use types and usage of technology tools (i.e. 21st Century Skills; hardware; software; web-based; mobile technology).

2. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.
3. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.

4. Promoting designs that engage all students of all abilities is sometimes referred to as promoting “Universal Design”.

5. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.

6. Pre-service teachers understand how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.

7. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.

8. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

9. Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.

10. Pre-service teachers understand the importance of reflective practice.

11. Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

12. Pre-service teachers understand how technology supports cultural diversity and collaboration.

Target: Knowledge competency test through a basic skills test (i.e. Cbest or PPST I for Technology Basic Competency Skills)

Performance
1. All performance indicators included with individual standards.
Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre-service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.

1. https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home
3. https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home
4. https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/

**Standard 2: Knowledge of Human Development and Learning -** The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Performance**

1. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

**Suggested Artifact(s)**

- Lesson plan or unit development
- *Target: Practicum where lesson/unit is implemented and evaluated.*

**Standard 3: Adapting Instruction for Individual Needs -** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social and personal development.

**Performance**

1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.

2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.

**Suggested Artifact(s)**

- Development of digital materials using principles of Universal Design for Learning.
● Demonstration of knowledge through product development.
● “Accessibility Features on My Computer” discussion forum.
● Virtual practicum demonstrating learner-centered strategies (i.e., Second Life).
● Assistive Technology blog post.
● Accessibility resource list.
● Target: Practicum where lesson/unit is implemented and evaluated.

Standard # 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

1. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.

2. Pre-service teachers promote student learning and creativity by creating learning experiences that include students’ use of technology tools to research and collect information online and to create a report, presentation, or other products.

3. Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.

4. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

Suggested Artifact(s)

● Web site or Internet WebQuest.
● Target: Practicum where lesson/unit is implemented and evaluated.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in a digital age.

Performance

1. Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.
2. Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.

3. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

**Suggested Artifact(s)**

- Create a WebQuest

  *Target: Pre-service collects and shares student created artifacts that demonstrate learning with technology using individual initiative and interest.*

**Standard #6: Communication Skills - The teacher uses a variety of digital communication tools and strategies to foster inquiry, collaboration and supportive interaction in and beyond the classroom.**

**Performance**

1. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).

2. Pre-service teachers promote and model digital etiquette and responsible social interactions.

**Suggested Artifact(s)**

- Web site or web page communicating information about their lesson or course.
- Email communications.
- Online communications using digital tools like Web conferencing, chat or Skype.
- Letter to parents created using word processing technology.
- Set of rules developed through consensus using digital collaboration tools.
- Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).

  *Target: Evidence of asynchronous and synchronous communications with peers, parents and students.*
Standard #7: Instructional Planning Skills - The teacher plans, prepares instruction, and integrates technology into instructional planning based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.

2. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

Suggested Artifact(s)

- Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*, 2008 - Chapter 11, Guiding Pre-service Teachers in TPCK).
- Demonstrated use of emerging or innovative technology for learning.
- Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.
- Target: Practicum where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.

Standard #8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. Pre-service teachers assess student’s use of technology.

2. Pre-service teachers use technology to formally and informally assess student learning (i.e. polling, proctored test, ISAT).

3. Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.
Suggested Artifact(s)

- Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).
- Electronic quiz.
- Poll created in Web Conferencing tool.
- Poll conducted using clickers.
- Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.
- Target: Pretest, lesson, postest, analysis, interpretation, and lesson revision based on data.

**Standard #9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching, including the ethical, legal and responsible use of technology.**

**Performance**

1. Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.

2. Pre-service teachers promote the effective use of digital tools and resources.

3. Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)

4. Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.

5. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

**Suggested Artifact(s)**

- Join a network devoted to technology using teachers like classroom 2.0
- Be an active member of a professional learning network
- Offer an Internet Ethics Resource for community members
- Write a letter convincing the school board to remove blocks from Internet usage at your school
- Role play scenario for social networking arguing for and against advantages/disadvantages
- View a school’s acceptable use policy - demonstrate understanding
- Target: Practicum where lesson/unit is implemented and evaluated
Standard 10: Community and Partnerships - The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.

Performance

1. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.

2. Pre-service teachers promote opportunities for students of all capabilities to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).

3. Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.

4. Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.

Suggested Artifact(s)

- Be an active member of a professional learning network
- Create own network for learning or join with other classrooms (i.e. epal; iearn; globalschool.net; jason project; go north; NASA)
- Develop lesson that uses one of the social networks
- Use web conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching
- Offer an Internet Ethics Resource for community members
- Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated
Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

4. The teacher understands industry trends and labor market needs.

5. The teacher understands workplace leadership models.

6. The teacher understands the philosophical principles and the practices of professional-technical education.

7. The teacher understands the importance of student leadership qualities in technical program areas.
Performance
1. The teacher maintains current technical skills and seeks continual improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.
4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher facilitates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge
1. The teacher understands the entry-level skills in the occupation.
2. The teacher understands workplace culture and ethics.
3. The teacher understands how to provide students with realistic occupational and/or work experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher understands how to integrate academic skills into technical content areas.

7. The teacher understands the role of innovation and entrepreneurship in the workplace.

8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Performance
1. The teacher models appropriate workplace practices and ethics.

2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

3. The teacher integrates academic skills appropriate for each occupational area.

4. The teacher uses simulated and/or authentic occupational applications of course content.

5. The teacher uses experts from business, industry, and government as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students’ prior knowledge and that aligns with articulation requirements and course competencies.

7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.
2. The teacher knows how to identify community and industry expectations and access resources.

Performance
1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.
2. The teacher designs instruction to meet community and industry expectations.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to use information about a student’s progress, including assessments, to evaluate work-readiness.
2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.
3. The teacher understands how evaluation connects to instruction.

Performance
1. The teacher writes and evaluates occupational goals, objectives, and competencies.
2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.
3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.
Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the value and impact of having a professional development plan.
2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Performance
1. The teacher collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Knowledge
1. The teacher knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.
6. The teacher understands the structure of state-approved PTSOs.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.
Performance

1. The teacher establishes and uses advisory committees for program development and improvement.

2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

4. The teacher participates in appropriate professional organizations.

5. The teacher cooperatively constructs articulation agreements.

6. The teacher incorporates an active state-approved PTSO in his or her program.

7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.

2. The teacher understands how to care for, inventory, and maintain materials and equipment.

3. The teacher understands safety contracts and operation procedures.

4. The teacher understands legal safety issues related to the program area.

5. The teacher understands safety requirements necessary to conduct laboratory and field activities.

6. The teacher understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.

8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

**Performance**

1. The teacher ensures that facilities, materials, and equipment are safe to use.

2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

3. The teacher demonstrates effective management skills in the classroom and laboratory environments.

4. The teacher models and reinforces effective work and safety habits.

5. The teacher incorporates PTSOs as intracurricular learning experiences.

*Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.*

**Knowledge**

1. The teacher understands workplace employability skills and related issues.

2. The teacher understands the issues of balancing work and personal responsibilities.

3. The teacher understands how to promote career awareness.

**Performance**

1. The teacher designs instruction that addresses employability skills and related workplace issues.

2. The teacher discusses how to balance demands between work and personal responsibilities.

3. The teacher provides opportunities for career awareness and exploration.
Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

2. The teacher knows about production agriculture.

3. The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

4. The teacher understands and has experience in one or more of the following specialized occupational areas:

   a. Agricultural production and marketing
b. Agricultural equipment and supplies

c. Agriculture product processing

d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)

e. Agricultural business planning and analysis

f. Natural resource management

g. Environmental science

h. Forestry

i. Small animal production and care

5. The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

6. The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

Performance

1. The teacher applies natural and physical science principles to practical solutions.

2. The teacher discusses production agriculture.

3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).
Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.

2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.
Performance

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.

2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher integrates BPA through intracurricular approaches in the business program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

2. Teacher understands the impact of families’ multiple roles within the home, workplace and community.

3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

7. The teacher understands the design, selection, and care of textiles and apparel products.

8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

10. The teacher understands resource conservation and environmental issues in relation to family and community health.

11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intracurricular learning experiences.

**Performance**

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

4. The teacher selects and creates learning experiences that include the impact of families’ multiple roles within the home, workplace and community.

5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

9. The teacher demonstrates the design, selection, and care of textiles and apparel products.

10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

12. The teacher integrates resource conservation and environmental issues in relation to family and community health.

13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.
Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
Knowledge

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Marketing Technology Teachers

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

2. The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intracurricular role in marketing education.
Performance

1. The teacher demonstrates industry-standard skill levels—required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.

2. The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who...
demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.
Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.
5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

6. The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Performance
1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

4. The teacher demonstrates the various phases of the engineering design process.

5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.

2. The teacher understands the science content with in the context of the Idaho Science Content Standards within their appropriate certification.
3. The teacher understands the concepts of form and function.

4. The teacher understands the interconnectedness among the science disciplines.

5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.

7. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.

8. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.

2. The teacher continually adjusts curriculum and activities to align them with new scientific data.

3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.

4. The teacher helps students build scientific knowledge and develop scientific habits of mind.

5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.

6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.

7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.

8. The teacher engages in scientific inquiry in science coursework.
**Standard 2: Knowledge of Human Development and Learning -** The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Knowledge**

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.

2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

**Performance**

1. The teacher identifies students’ conceptions and misconceptions about the natural world.

2. The teacher engages students in constructing deeper understandings of the natural world.

**Standard 3: Modifying Instruction for Individual Needs -** The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies -** The teacher understands and uses a variety of instructional strategies to develop student learning.

**Knowledge**

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

2. The teacher understands how to implement scientific inquiry.

3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

4. The teacher understands how to use research based best practices to engage students in learning science.
Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.

2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.

3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.

2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.

3. The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.

2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.

3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

**Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

**Standard 8: Assessment of Student Learning** - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Knowledge**

1. The teacher understands the importance of keeping current on research related to how students learn science.

2. The teacher understands the importance of keeping current on scientific research findings.

**Performance**

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.

2. The teacher incorporates current scientific research findings into science curriculum and instruction.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Standard 11: Safe Learning Environment** - The science teacher provides for a safe learning environment.
Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.

2. The teacher is aware of available resources and standard protocol for proper disposal of waist materials.

3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.

4. The teacher is aware of legal responsibilities associated with safety.

5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.

6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.

2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.

3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.

4. The teacher models safety at all times.

5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.

6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.

7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.

9. The teacher uses safety procedures and documents safety instruction.

10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.

11. The teacher implements laboratory, field, and demonstration safety techniques.

**Standard 12: Laboratory and Field Activities** - The science teacher demonstrates competence in conducting laboratory, and field activities.

**Knowledge**
1. The teacher knows a broad range of laboratory and field techniques.

2. The teacher knows strategies to develop students’ laboratory and field skills.

**Performance**
1. The teacher engages students in a variety of laboratory and field techniques.

2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.
Idaho Standards for Biology Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.

2. The teacher knows the currently accepted taxonomy systems used to classify living things.

3. The teacher understands scientifically accepted theories of how living systems evolve through time.

4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
5. The teacher knows biochemical processes that are involved in life functions.

6. The teacher knows that living systems interact with their environment and are interdependent with other systems.

7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.

8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.

9. The teacher understands how matter and energy flow through living and non-living systems.

10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

**Performance**

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.

2. The teacher assists students in gaining an understanding of the ways living things are interdependent.

3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.

4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.

5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.

6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.

7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.

9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.

10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.

11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).

12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

**Standard 2: Knowledge of Human Development and Learning -** The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs -** The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies -** The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills -** The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills -** The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

**Standard 7: Instructional Planning Skills -** The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.
Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.

2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.

3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.

5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS

6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).

7. The teacher can identify and quantify changes in energy and structure.

8. The teacher understands the historical development of atomic and molecular theory.

9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules

10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.

11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.

12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.

13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).

14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.

15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.

16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.
Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.

2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).

3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.

4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.

5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.

6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.

7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.

8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.

9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.

10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.

11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.

12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.

14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.

15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.

16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.

17. The teacher helps the student understand and predict the properties and reactions of acids and bases.

18. The teacher helps the student understand chemical equilibrium in solutions.

19. The teacher helps the student understand and use chemical kinetics.

20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.

21. The teacher helps the student learn the basic organizing principles of organic chemistry.

22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.

23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.

24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.

25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.

27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills** - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

**Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

**Standard 8: Assessment of Student Learning** - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.
Idaho Standards for Earth and Space Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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**Standard 1: Knowledge of Subject Matter** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

**Knowledge**

1. The teacher knows how local events can potentially impact local, regional, and global conditions.

2. The teacher understands the rock cycle and the classification systems for rocks and minerals.

3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.

4. The teacher understands the sun, moon and earth system and the resulting phenomena.
5. The teacher knows earth history as interpreted using scientific evidence.

6. The teacher understands the composition of the earth and its atmosphere.

7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).

8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.

9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.

10. The teacher understands the flow of energy and matter through earth and astronomic systems.

11. The teacher knows the concepts of weather and climate.

12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

**Performance**

1. The teacher helps students understand the flow of energy and matter through earth and space systems.

2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.

3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.

4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.

5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.
6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.

7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.

8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.

9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.
Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

1. *Idaho Core Teacher Standards*

2. *Idaho Foundation Standards for Science Teachers AND*

3. *Idaho Standards for Biology Teachers OR*

4. *Idaho Standards for Earth and Space Science Teachers OR*

5. *Idaho Standards for Chemistry Teachers OR*

6. *Idaho Standards for Physics Teachers*
Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

1. *Idaho Core Teacher Standards*

2. *Idaho Foundation Standards for Science Teachers AND*

3. *Idaho Standards for Chemistry Teachers OR*

4. *Idaho Standards for Physics Teachers*
Idaho Standards for Physics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events, research, and applications.

5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.

6. The teacher knows the historical development of models used to explain physical phenomena.

**Performance**

1. The teacher engages students in developing and applying conceptual models to describe the natural world.

2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.

4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

**Standard 2: Knowledge of Human Development and Learning -** The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs -** The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 4: Multiple Instructional Strategies -** The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills -** The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills -** The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Foundation Standards for Social Studies Teachers

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard I: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).

2. The teacher understands the ways various governments and societies have changed over time.

3. The teacher understands ways in which independent and interdependent systems of trade and production develop.

4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.
5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.

6. The teacher understands geography affects relationships between people, and environments over time.

7. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance
1. The teacher demonstrates chronological historical thinking.

2. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.

4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.

5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands the influences that contribute to intellectual, social, and personal development.

2. The teacher understands the impact of student environment on student learning.
Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

*Standard 3: Modifying Instruction for Individual Needs* - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

*Standard 4: Multiple Instructional Strategies* - The teacher understands and uses a variety of instructional strategies to develop student learning.

*Standard 5: Classroom Motivation and Management Skills* - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

*Standard 6: Communication Skills* - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

*Standard 7: Instructional Planning Skills* - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

*Standard 8: Assessment of Student Learning* - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

*Standard 9: Professional Commitment and Responsibility* - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

*Standard 10: Partnerships* - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Economics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).

2. The teacher understands the functions of money.

3. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, stock markets, banking institutions, and labor unions).

5. The teacher understands how economic institutions shaped history and influence current economic practices.

6. The teacher understands the principles of sound personal finance and entrepreneurship.

7. The teacher understands fiscal and monetary policy.

Performance
1. The teacher demonstrates comprehension and analysis of economic principles and concepts.

2. The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.

3. The teacher uses graphs, models, and equations to illustrate economic concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Geography Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands the spatial organization of peoples, places, and environments.

2. The teacher understands the human and physical characteristics of places and regions.

3. The teacher understands the physical processes that shape and change the patterns of earth’s surface.

4. The teacher understands the reasons for the migration and settlement of human populations.
5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.

6. The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

**Performance**

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.

2. The teacher relates the earth’s dynamic physical systems and its impact on humans.

3. The teacher relates population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4. The teacher relates the earth’s physical systems and varied patterns of human activity to world environmental issues.

5. The teacher uses geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

**Standard 2: Knowledge of Human Development and Learning -** The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs -** The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies -** The teacher understands and uses a variety of instructional strategies to develop student learning.
Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Government and Civics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the government and civics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.

2. The teacher understands the foundations of government and constitutional and principles of the United States political system.

3. The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.
4. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).

5. The teacher understands the role of public policy in shaping the United States political system.

6. The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).

7. The teacher understands the characteristics of effective leadership.

**Performance**

1. The teacher promotes student engagement in civic life, politics, and government.

2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.

3. The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.

4. The teacher integrates global perspectives into the study of civics and government.

*Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

*Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.*

*Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.*
Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for History Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the history teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

3. The teacher understands how international relations impacted the development of the United States.

4. The teacher understands how significant compromises and conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.

6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.

7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance

1. The teacher makes connections between political, social, cultural, and economic themes and concepts.

2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

3. The teacher facilitates student inquiry on how international relationships impact the United States.

4. The teacher relates the role of conflicts to continuity and change across time.

5. The teacher demonstrates an ability to research, analyze, and interpret history.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.
Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

1. Idaho Core Teacher Standards AND

2. Foundation Social Studies Standards AND

3. History Standards OR

4. Government and Civics Standards OR

5. Economics Standards OR

6. Geography Standards
Idaho Standards for Special Education Exceptional Child Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, special education exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Special Education Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter**—The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

**Knowledge**

1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.

2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.
3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.

**Performance**

1. The teacher demonstrates the application of theories and research-based educational models in special education practice.

2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

**Standard 2: Knowledge of Human Development and Learning**—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Knowledge**

1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

**Performance**

1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.

**Standard 3: Modifying Instruction for Individual Needs**—The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Knowledge**

1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.

2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).
3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).

**Performance**

1. The teacher individualizes instruction to support student learning and behavior in various settings.

2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.

3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.

**Standard 4: Multiple Instructional Strategies** — The teacher understands and uses a variety of instructional strategies to develop student learning.

**Knowledge**

1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)

2. The teacher understands the developmental nature of social skills.

3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.

4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

**Performance**

1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.

2. The teacher designs, implements, and evaluates instructional programs that enhance a student’s participation in the family, the school, and community activities.
2. The teacher advocates for and models the use of appropriate social skills.

3. The teacher provides social skills instruction that enhances student success.

4. The teacher creates an accessible learning environment through the use of assistive technology.

5. The teacher demonstrates the ability to implement strategies that enhance students’ expressive and receptive communication.

**Standard 5: Classroom Motivation and Management Skills** — The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).

3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).

4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.

3. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.
Performance

1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.

2. The teacher coordinates the implementation of behavior plans with all members of the educational team.

3. The teacher creates an environment that encourages self-advocacy and increased independence.

4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.

5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.

2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Performance

1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.

2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge
1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.

2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.

3. The teacher understands the general education curriculum and state standards developed for student achievement.

**Performance**

1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.

2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.

3. The teacher evaluates and links the student’s skill development to the general education curriculum.

4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.

5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.

6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.

7. The teacher develops opportunities for career exploration and skill development in community-based settings.

8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.

9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.
Standard 8: Assessment of Student Learning — The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.

2. The teacher knows the instruments and procedures used to assess students for screening, prereferral interventions, and following referral for special education services.

3. The teacher understands how to assist colleagues in designing adapted assessments.

4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.

5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.

6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

Performance

1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.

2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.

3. The teacher gathers background information regarding academic, medical, and social history.

4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.

6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

_Standard 9: Professional Commitment and Responsibility—The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching._

_Performance_

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

_Standard 10: Partnerships—The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being._

_Knowledge_

1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.

3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.

4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.

5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.

7. The teacher knows how to train or access training for paraprofessionals.

8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

**Performance**

1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.

2. The teacher trains or accesses training for paraprofessionals.

3. The teacher collaborates with team members to develop effective student schedules.

4. The teacher communicates the benefits, strengths, and constraints of special education services.

5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

6. The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).

7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.

8. The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.

9. The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.
Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.

2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

3. The teacher understands how exceptionalities can interact with development and learning.

Performance

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.

2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual’s academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).

Performance

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

2. The teacher modifies learning environments for individual needs and regards an individual’s language, family, culture, and other significant contextual factors and how they interact with an individual’s exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.

3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e., lose rational control over their behavior.

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Performance
1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

**Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions**

**Knowledge**

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.

2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).

7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.
Performance

1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

2. The teacher gathers background information regarding academic, medical, and social history.

3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

1. The teacher knows how to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.

3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.
5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Performance

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

3. The teacher matches their communication methods to an individual’s language proficiency and cultural and linguistic differences.

4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

**Standard 6: Professional Learning and Ethical Practices** – *The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.*

**Knowledge**

1. The teacher understands how foundational knowledge and current issues influence professional practice.

2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.

4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

**Performance**

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.

2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.

4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with
exceptionalities and their families.

**Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.**

**Knowledge**

1. The teacher understands the theory and elements of effective collaboration.

2. The teacher understands how to serve as a collaborative resource to colleagues.

3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.

5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

**Performance**

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.
Idaho Standards for Teachers of the Blind and Visually Impaired

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

*This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

1. The teacher knows the historical foundations for the education of children with visual impairments, including the array of service options.

2. The teacher knows the effects of medications on the visual system.
Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the need for students to establish proper posture, communication, self-esteem, and social skills.

2. The teacher knows the effects of a visual impairment on the student’s family and the reciprocal impact on the student’s self-esteem.

3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

Performance

1. The teacher provides students with a means to independently access and re-create materials readily available to the sighted world.

2. The teacher prepares students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.

3. The teacher designs instructional experiences contingent on student and familial stages of acceptance of the visual impairment.

4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student’s visual strengths are used.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Knowledge
1. The teacher knows the effects of a visual impairment on language and communication.

2. The teacher knows the impact of visual disorders on learning and experience.

3. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments (e.g., Braille reading and writing, handwriting for students with low vision and signature writing for blind students, listening and compensatory auditory skills, typing and keyboarding skills, unique technology for individuals with visual impairments, and use of alternatives to nonverbal communication).

4. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, cognitive, spatial concept, and psychosocial development.

5. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.

6. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments in a variety of environments.

7. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments and for assisting classroom teachers in implementing these modifications.

8. The teacher knows methods to acquire special academic skills, including the use of an abacus; the use of a talking calendar; tactile graphics (including maps, charts, tables, etc.); and adapted science equipment.

**Performance**

1. The teacher teaches, writes, and reads Grade 2 literary Braille and Nemeth codes when necessary (e.g., music, computer, and Braille).

2. The teacher secures specialized materials and equipment in a timely manner.

3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.

4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation information to comprehensively design strategies as part of an IEP.
Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge
1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of auditory, tactual, and communication skills for the visually impaired.

2. The teacher knows how to assist the student in developing visual, auditory, and tactile efficiency as well as pre-cane mobility skills.

3. The teacher knows how to assist the student in developing alternative organizational and study skills.

4. The teacher knows methods for providing adapted physical and recreation skills for individuals who have visual impairments.

5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with visual impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).

6. The teacher knows strategies for developing transition plans and career awareness and provides vocational counseling for students who have visual impairments.

Performance
1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, which provide for independence.

2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

3. The teacher integrates knowledge of the visual impairment and developmental progression when designing and implementing communication and social skills instruction.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment.

2. The teacher understands the educational implications of federal entitlements and funding, and how this relates to the provision of specialized materials and equipment.

3. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.

4. The teacher knows specialized policies regarding referral and placement procedures for students with visual impairments.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.
Knowledge

1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment.

Performance

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, pre-cane mobility, and educational performance.

2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP development.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Knowledge

1. The teacher knows strategies for assisting parents/guardians and other professionals in planning appropriate transitions for students who have visual impairments.

2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides, etc.) or who provide special materials to them.

3. The teacher knows teacher attitudes, expectations, and behaviors that affect the behaviors of students with visual impairments.
Idaho Standards for Special Education Teachers of Students Who Are Deaf and/or Hard of Hearing

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the theories, history, philosophies, and models that provide the basis for education of the deaf and/or hard of hearing.

2. The teacher knows the various educational placement options that are consistent with program philosophy and how they impact a deaf and/or hard of hearing student’s cultural identity and linguistic, academic, social, and emotional development.
3. The teacher understands the complex facets regarding issues related to deaf and/or hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Performance
1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf and/or hard of hearing.

2. The teacher communicates the benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., cochlear implants, hearing aids, other amplification usage, sign language systems, use of technologies, and communication modalities).

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.**

Knowledge
1. The teacher understands how etiology, age of onset, and degree of hearing loss impact a student’s language development and ability to learn.

2. The teacher understands that being deaf and/or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.

3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf and/or hard of hearing students so they achieve age appropriate levels of literacy.

Performance
1. The teacher identifies levels of language and literacy development and designs lessons that are appropriate.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.**

Knowledge
1. The teacher understands how hearing loss may impact student development (i.e., sensory, cognitive, communication, physical, behavioral, social, and emotional).

2. The teacher knows the characteristics and impacts of hearing loss, and the subsequent need for alternative modes of communication and/or instructional strategies.
3. The teacher understands the need for accommodation for English language learning for students whose native language is American Sign Language (ASL).

4. The teacher understands that an IEP for deaf/hard of hearing students should consider the following: communication needs and the student and family’s preferred mode of communication; linguistic needs; severity of hearing loss and potential for using residual hearing; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

**Performance**

1. The teacher uses information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

**Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.**

**Knowledge**

1. The teacher knows how to enhance instruction through the use of visual materials and experiential activities to increase outcomes for students who are deaf and/or hard of hearing.

**Performance**

1. The teacher develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child.

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Knowledge**

1. The teacher understands the unique social and emotional needs of students who are deaf and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem.

2. The teacher understands that deaf cultural factors, communication challenges, and family influences impact classroom management of students.
3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

**Performance**

1. The teacher designs a classroom environment to maximize opportunities for students’ visual and/or auditory learning.

2. The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities.

3. The teacher prepares students for the appropriate use of interpreters.

*Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*

**Knowledge**

1. The teacher understands the role of the interpreter and the use and maintenance of assistive devices.

2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

**Performance**

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.

3. The teacher enables students to use support personnel and assistive technology.

*Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.*

*Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.*

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Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.

2. The teacher knows the appropriate accommodations for the particular degree of hearing loss.

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students (e.g., interpreters and special tests).

Performance

1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.

2. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf and/or hard of hearing students (e.g., educational interpreters, class teachers, transliteraters, tutors, note takers, and audiologist).

2. The teacher knows resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.

3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication with students who are deaf and/or hard of hearing students.
4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliteraters) to meet the communication needs of students who are deaf and/or hard of hearing.
Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Understanding Adults as Learners to Support Professional Learning Communities** - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

**Knowledge: The teacher leader demonstrates knowledge of:**

1. The differences in knowledge acquisition and transfer for children and adults.

2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.

3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.

4. Effective listening, oral communication, presentation skills, and expression in written communication.

5. Research and exemplary practice on “organizational change and innovation”.

6. The process of development of group goals and objectives.
Performance: The teacher leader:

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers’ content knowledge and skills throughout professional learning.

2. Improves colleagues’ acquisition and application of knowledge and skills.

3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members’ ideas and perspectives.

4. Uses effective communication skills and processes.

5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.

6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement -

The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues’ use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of:

1. Action research methodology.

2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.

3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes.

Performance: The teacher leader:

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.

2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.

3. Assists with application and supports dissemination of action research findings to improve educational outcomes.
Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of:

1. The standards of high quality professional development and their relevance to improved learning.
2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
3. The role of 21st century skills and technologies in educational practice.
4. The role of shifting cultural demographics in educational practice.

Performance: The teacher leader:

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.
3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.
4. Continually assesses the effectiveness of professional development activities and adjusts appropriately.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.
2. The Framework for Teaching, effective observation and strategies for providing instructional feedback.
3. Role and use of critical reflection in improving professional practice.
Performance: The teacher leader:

1. Recognizes, analyzes, and works toward improving the quality of colleagues’ professional and instructional practices.

2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.

3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.

4. Develops, leads and promotes a culture of self-reflection and reflective dialogue.

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of:

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.

2. Use of formative and summative data to inform the continuous improvement process.

3. Analysis and interpretation of data from multiple sources.

Performance: The teacher leader:

1. Informs and facilitates colleagues’ selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.

2. Models use of formative and summative data to inform the continuous improvement process.

3. Informs and facilitates colleagues’ interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other).

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:
1. Child development and conditions in the home, culture and community and their influence on educational processes.

2. Contextual considerations of the family, school, and community and their interaction with educational processes.

3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

**Performance: The teacher leader:**

1. Develops colleagues’ abilities to form effective relationships with families and other stakeholders.

2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.

3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.

*Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.*

**Knowledge: The teacher leader demonstrates knowledge of:**

1. Effective identification and interpretation of data, research findings, and exemplary practices.

2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.

3. Local, state and national policy decisions and their influence on instruction.

4. The process to impact policy and to advocate on behalf of students and the community.

**Performance: The teacher leader:**

1. Identifies and evaluates needs and opportunities.

2. Generates ideas to effectively address solutions/needs.

3. Analyzes feasibility of potential solutions and relevant policy context.

4. Advocates effectively and responsibly to relevant audiences for realization of opportunities.
Idaho Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the Idaho Standards for Library Science Teachers (2007) and the ALA/AASL Standards for Initial Preparation of School Librarians (2010).

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher librarian is an effective teacher with knowledge of learners and learning.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

**Performance**

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.

3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.

4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

*Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Knowledge**

1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of culturally significant learning experiences.

**Performance**

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.

2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

*Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*
Knowledge

1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.

2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance

1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.

2. The teacher librarian supports flexible, open access for library services.

3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

4. The teacher librarian facilitates access to information in a variety of formats.

5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

6. The teacher librarian provides a respectful, positive, and safe climate.

7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.

8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher librarian is familiar with a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.

5. The teacher librarian understands the process of information retrieval and resource sharing.

6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

**Performance**

1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children’s and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian catalogs and classifies library materials using professional library standards.

5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.
7. The teacher librarian administers and trains staff to ensure an effective school library program.

8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.

10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

**Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

**Knowledge**

1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

**Performance**

1. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

2. The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children’s and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.
5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

**Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

**Knowledge**
1. The teacher librarian understands many methods of assessing the library program.
2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

**Performance**
1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.
2. The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.
3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

**Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Knowledge**
1. The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.
2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.
3. The teacher librarian acknowledges the importance of participating in curriculum development.

**Performance**
1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.
2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.

4. The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.

6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

**Standard #8: Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Knowledge**

1. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.

2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.
Performance

1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.

3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.

4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.

5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.

6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.

7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.

8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.

9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
3. The teacher librarian understands confidentiality issues related to library records.

4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

**Performance**

1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.

2. The teacher librarian educates the school community on the ethical use of information and ideas.

3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.

4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

*Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Knowledge**

1. The teacher librarian understands various communication and public relations strategies.

2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

3. The teacher librarian recognizes the value of sharing expertise with others in the field.
Performance

1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.

2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.

3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.

4. The teacher librarian advocates for the school library program and the library profession.

5. The teacher librarian participates in decision-making groups to continually improve library services.

6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

10. The teacher librarian advocates for school library and information programs, resources, and services.

11. The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.
Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands the history and foundation of arts education.

2. The teacher understands the processes and content of the arts discipline being taught.

3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.

4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.

5. The teacher understands the cultural and historical contexts surrounding works of art.
6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.

7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).

8. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students’ personal and/or career interests.

**Performance**

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.

2. The teacher helps students create, understand, and become involved in the arts relevant to students’ interests and experiences.

3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.

4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.

5. The teacher provides instruction to make a broad range of art genres and relevant to students.

6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

*Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

*Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.*
Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge
1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.

2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance
1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.

2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.
Knowledge
1. The teacher understands assessment strategies specific to the creative process.

2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.

3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

Performance
1. The teacher assesses students’ learning and creative processes as well as finished products.

2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.

3. The teacher provides a variety of arts assessments to evaluate student performance.

*Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*

Knowledge
1. The teacher understands the importance of continued professional growth in his or her discipline.

Performance
1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

*Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.*
Knowledge
1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

2. The teacher understands the unique relationships between the arts and their audiences.

Performance
1. The teacher promotes the arts for the enhancement of the school and the community.

2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge
1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.

2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Performance
1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.

2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.
Idaho Standards for Drama Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Drama Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a societal influence.

2. The teacher knows the basic theories and processes of play writing.

3. The teacher understands the history and process of acting and its various styles.

4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).

5. The teacher understands the theory and process of directing theater.
Performance

1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright’s intent.

2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.

3. The teacher demonstrates proficiency in all aspects of technical theatre.

4. The teacher is able to direct shows for public performance.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.
Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standards 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge
1. The teacher understands how to safely operate and maintain the theatre facility.

2. The teacher understands how to safely operate and maintain technical theatre equipment.

3. The teacher understands OSHA and State Safety standards specific to the discipline.

4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Performance
1. The teacher can safely operate and maintain the theatre facility.

2. The teacher can safely operate and maintain technical theatre equipment.

3. The teacher employs OSHA and State Safety standards specific to the discipline.

4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Idaho Standards for Music Teachers
All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language has been written by a committee of content experts and adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge: The teacher understands and knows how to teach:**

1. Singing, alone and with others, a varied repertoire of music.

2. Performing on instruments, alone and with others, a varied repertoire of music.

3. Improvising melodies, variations, and accompaniments.

4. Composing and arranging music within specified guidelines.

5. Reading and notating music.

6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.

9. Understanding music in relation to history and culture.

**Performance: The teacher is able to demonstrate and teaches:**

1. Singing, alone and with others, a varied repertoire of music.

2. Performing on instruments, alone and with others, a varied repertoire of music.

3. Improvising melodies, variations, and accompaniments.

4. Composing and arranging music within specified guidelines.

5. Reading and notating music.

6. Listening to, analyzing, and describing music.

7. Evaluating music and music performances.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.

9. Understanding music in relation to history and culture.

*Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

*Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.*

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Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.

Performance

1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Visual Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.

2. The teacher has knowledge of individual artists’ styles and understands the historical movements and cultural contexts of those works.

3. The teacher understands the elements and principles of art and how they relate to quality in works of art.

4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.
5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist’s statement.

6. The teacher understands the value of visual art as an expression of our culture and possible career choices.

**Performance**

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of those work.

3. The teacher applies the elements and principles of art and how they relate to quality in works of art.

4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and disciplines across the curriculum.

5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.

6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.

7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.

8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.
Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for World Languages Teachers

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher knows the target culture(s) in which the language is used.

3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

4. The teacher knows the history, arts, and literature of the target culture(s).
5. The teacher knows the current social, political, and economic realities of the countries related to the target language.

6. The teacher understands how the U.S. culture perceives the target language and culture(s).

7. The teacher understands how the U.S. is perceived by the target language culture(s).

8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

6. The teacher systematically incorporates culture into instruction.

7. The teacher incorporates discussions of the target culture’s contributions to the students’ culture and vice-versa.

8. The teacher encourages students to understand that culture and language are intrinsically tied.
Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.

3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

4. The teacher knows the methodologies and theories specific to second language acquisition.

5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.

3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students’ understanding and fluency.

5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.
Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

2. The teacher understands that students’ diverse learning styles affect the process of second-language acquisition.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

2. The teacher differentiates instruction to incorporate the diverse needs of the students’ cognitive, emotional and psychological learning styles.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands that world languages methodologies continue to change in response to emerging research.

2. The teacher understands instructional practices that balance content-focused and form-focused learning.

3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.
Performance

1. The teacher uses a variety of instructional strategies based on current research to enhance students’ understanding of the target language and culture.

2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Knowledge

1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom

Knowledge

1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.
Performance

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing, and culture, which is based on a continuum.

3. The teacher understands the importance of assessing the content and the form of communication.

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

4. The teacher appropriately assesses for both the content and form of communication.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.
3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

4. The teacher understands the effects of second language study on first language.

Performance

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

3. The teacher encourages students to participate in community experiences related to the target culture.

4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
Glossary of Terms

**ACTFL Proficiency Guidelines** - a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. [http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

**American Council of Teachers of Foreign Languages (ACTFL)** - an organization for world language professionals of K-12 and higher education

**Content-Based Instruction (CBI)** - a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

**Critical thinking** - an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

**Form-Focused Instruction (FFI)** - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalysed and stored as a whole in our memories.

**Scaffolding** - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

**Zone of Proximal Development (ZPD)** - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding
Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

* The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).
Idaho Foundation Standards for the Preparation of School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the “acceptable” level or above.

The following knowledge and performance statements for the Foundation Standards for School Administrators are widely recognized, but not all-encompassing or absolute, indicators that School Administrator candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Administrator’s profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

* This language was written by a committee of content experts and has been adopted verbatim. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.

Knowledge: The School Administrator:

1. Understands the importance of elicitng feedback that measures the school and community perceptions.

2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

**Performance: The School Administrator:**

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

2. Demonstrates ability to proactively engage staff in conflict resolution.

3. Demonstrates ability to establish rules and related consequences designed to keep students safe.

4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.

6. Demonstrates ability to use data to monitor and improve school climate.

7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

**Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.**

**Knowledge: The School Administrator:**

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2. Understands effective communication strategies.

3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

**Performance: The School Administrator:**

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school’s vision and mission.

2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school’s departments to support effective and efficient school operations.
3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

4. Demonstrates ability to ensure that stakeholders have meaningful input in the school’s vision and mission, aligning with academic and social learning goals for students.

**Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.**

**Knowledge: The School Administrator:**

1. Understands the importance of inviting community input and using the input to inform decisions

2. Understands cultural diversity and its importance in the schools learning community.

**Performance: The School Administrator:**

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.

2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

**Collaborative Leadership**

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

**Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.**
Knowledge: *The School Administrator:*

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.

2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.

3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Performance: *The School Administrator:*

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

*Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.*

Knowledge: *The School Administrator:*

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

4. Understands the importance of clear and consistent processes and systems to manage change.

5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.
Performance: The School Administrator:

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

1. Understands emerging issues and trends impacting families, school, and community.

2. Understands available resources in the community.

3. Understands the value of transparency regarding decision making and the allocation of resources.

4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Performance

1. Provides rationale for decisions regarding the allocation of resources.

2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: The School Administrator:

1. Understands the roles of leadership.

2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

3. Understands the political, social, cultural, and economic systems and processes that support and impact education.
4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

**Performance: The School Administrator:**

1. Creates and implements an individual professional learning plan.

2. Enhances leadership skills through collaboration with colleagues and professional development.

3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.


5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

**Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.**

**Knowledge: The School Administrator:**

1. Understands operational policies and procedures.

2. Understands human resources management.

3. Understands sound fiscal operations principles and issues.

4. Understands facilities maintenance and principles regarding use of space and educational suitability.

5. Understands legal issues impacting personnel, management, and operations.

6. Understands ethical frameworks and perspectives.


8. Understands policies and laws related to school and district.

**Performance: The School Administrator:**

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.
Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

3. Understands student growth and development.

4. Understands adult learning and professional development.

5. Understands the change process for systems, organizations, and individuals.

6. Understands the essential role of technology in education.

Performance: The School Administrator:

1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.

2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.

3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.
3. Understands the effective use of assessment and evaluation.

4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

**Performance: The School Administrator:**

1. Provides time, space, and opportunities for instruction.

2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.

4. Creates an action plan for instructional improvement designed to increase student achievement.

**Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.**

**Knowledge: The School Administrator:**

1. Understands the difference between, and the appropriate use of formative and summative assessments.

2. Understands the process for developing common formative benchmark assessments or rubrics.

3. Understands how to use data to guide student instruction and tiered intervention.

4. Understands how to identify at risk students.

5. Understands the laws and regulations associated with special student populations.

6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

8. Understands various intervention strategies to be implemented to close achievement gaps.

10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

**Performance: The School Administrator:**

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

2. Has used observation and evaluation methods to supervise instructional personnel.

3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

**Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.**

**Knowledge: The School Administrator:**

1. Understands that the evaluation process is used to improve instructional practice.

2. Understands the use of multiple measures of student performance data to improve classroom instruction.

3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

**Performance: The School Administrator:**

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.

2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

3. Uses data to inform school wide professional development.

Knowledge: The School Administrator:

1. Understands laws and policies governing staff evaluation.
2. Understands the Idaho adopted framework for teaching.
3. Understands differentiated tools for evaluation of all staff.
4. Understands effective instructional supervision, evaluation, and due process.

Performance: The School Administrator:

1. Assesses all staff performance with accuracy and consistency.
2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

1. Understands laws regarding highly qualified requirements for teachers.
2. Understands laws and policies governing hiring and retaining personnel.
3. Understands multiple interview strategies and techniques for hiring teachers.
4. Understands the process and research based practices of mentoring.

Performance: The School Administrator:

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.
2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.
3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.
Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.

*This language was written by a committee of content experts and has been adopted verbatim.

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge
1. The superintendent understands the dynamics of systemic change within school districts.
2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

3. The superintendent knows the breadth of P-12 curriculum and instructional programs.

4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.

7. The superintendent understands the district’s role in and responsibility for employee induction, career development, and enhancement.

8. The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

10. The superintendent knows the importance of district-wide policy development and effective implementation.

11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

13. The superintendent understands the importance of developing and fostering a productive relationship with the board.
14. The superintendent understands importance of working effectively in the political environment at
district, local, and state levels.

Performance
1. The superintendent promotes district-wide innovation and change through the application of a systems
   approach.

2. The superintendent facilitates processes and engages in activities to promote an effective and efficient
governance structure for school districts.

3. The superintendent fosters, creates, and sustains local, regional, state, national, and international
   partnerships as needed to enhance the opportunities for all learners.

4. The superintendent creates a system by which all employees have opportunities to seek career
   development and enhancement.

7. The superintendent advises the board of trustees on legal, ethical, and current educational issues and
   provides/encourages ongoing professional development.

8. The superintendent works effectively within the organizational complexity of school districts.

9. The superintendent develops and monitors the system for policy development and implementation in all
   facets of district operations.

10. The superintendent develops and implements effective plans to manage district fiscal, capital, and
    human resources.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of
the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers,
parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of
individual expertise, strengths, and talents, and cultivates professional growth.
Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.


Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.
Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators as they apply to special education directors.

* This language was written by a committee of content experts and has been adopted verbatim.

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

**Standard 1: School Culture** - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.

**Standard 2: Communication** - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

**Standard 3: Advocacy** - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.
Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge
1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

3. The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

4. The special education director understands the use of technology in referral processes, IEP Individual Education Plan development, and records management.

Performance
1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

2. The special education director implements the special education processes and procedures required by federal, state and school district policies.

3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.
Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge
1. The special education director understands the concept and best practices of least restrictive environment.

2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

3. The special education director understands the importance of collaboration to provide general education targeted interventions.

Performance
1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.

2. The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator
effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

2. The special education director knows how to plan, write, implement, and access Individual Education Programs.

3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

6. The special education director understands statewide assessment policies.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.
Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote, and enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic/Technical Development, Career Development, and Personal/Social Development. The domains follow the 2012 American School Counselor Association (ASCA) model and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, but though not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Counselor’s profession is their disposition. Professional dispositions are how the School Counselor views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Counselor dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Standards of Practices—The school counselor understands the history and foundations of the counseling profession; various counseling theories and techniques; cultural sensitivity; advocacy of public policy applicable to services for students and their families; professional ethics and legal standards and requirements; and continued professional development

Knowledge

1. The school counselor understands the Idaho Comprehensive School Counseling Program Model.

2. The school counselor understands the history and foundations of school counseling and related fields.

3. The school counselor understands a variety of counseling theories and techniques.

4. The school counselor understands the dynamics of cultural diversity.

5. The school counselor knows the importance of advocacy.
6. The school counselor knows the appropriate ethical and legal standards and requirements.

7. The school counselor knows the importance of continued professional development.

8. The school counselor knows how to access community resources and professionals to aid students and their families.

Performance
1. The school counselor uses appropriate individual and group counseling skills in each domain, (i.e., academic/technical development, career development, and personal/social development).

2. The school counselor uses appropriate intervention strategies.

3. The school counselor uses appropriate consulting, collaborating, and team building skills within each domain.

4. The school counselor adheres to the appropriate school counseling role as described in the Idaho Comprehensive School Counseling Program Model.

5. The school counselor maintains certification and engages in continued professional development.

6. The school counselor adheres to professional, ethical, and legal standards.

7. The school counselor identifies and accesses appropriate community resources and professionals to aid students and their families.

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:
1. The organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.
2. The organizational structure and components of an effective school counseling program.

3. Barriers to student learning and use of advocacy and data-driven school counseling practices.

4. Leadership principles and theories.

5. Individual counseling, group counseling and classroom instruction.

6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.

7. Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, and advocacy.

8. Assessments relevant to K-12 education.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Planning, organizing, implementing and evaluating a school counseling program.

2. Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.

3. Using technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.

4. Multicultural, ethical and professional competencies.

5. Identification and expression of professional and personal qualities and skills of effective leaders.

6. Advocacy for student success.
7. Collaboration with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.

**Standard 2: Academic/Technical Development Domain** - The school counselor understands the knowledge, attitudes, and skills that contribute to effective lifelong learning.

**Knowledge**

1. The school counselor knows developmental theories.

2. The school counselor understands various learning styles.

3. The school counselor understands family systems and their impact on learning.

4. The school counselor understands educational systems.

5. The school counselor is familiar with P-16 curriculum and its relationship to lifelong learning.

6. The school counselor understands how diversity influences lifelong learning.

**Performance**

1. The school counselor identifies and engages students in activities that demonstrate how changing preferences affect life goals.

2. The school counselor meets the standards in the Idaho Comprehensive School Counseling Program Model in the Academic/Technical Development Domain.

**Standard 2: Foundations** - School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.

**Knowledge** - School counselors should articulate and demonstrate an understanding of:

1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.
3. Learning theories.

4. History and purpose of school counseling, including traditional and transformed roles of school counselors.

5. Human development theories and developmental issues affecting student success.

6. District, state, and national student standards and competencies.

7. Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.

8. The three domains of academic achievement, career planning and personal/social development.

**Performance** - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.

3. Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.

4. Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students’ best interests.

5. Practices within the ethical and statutory limits of confidentiality.

**Standard 3: Academic/Technical Development Domain** – The school counselor understands and uses strategies that assist students in achieving academic/technical success and satisfaction.
Knowledge

1. The school counselor knows a variety of decision-making and problem-solving models.

2. The school counselor understands how attitudes and behaviors relate to successful learning.

3. The school counselor understands models of time management, task management, and study skills.

4. The school counselor knows the importance of personal choice and responsibility.

5. The school counselor knows a variety of assessments and interpretation techniques and understands their role in educational planning.

Performance

1. The school counselor uses information on how personal criteria and environmental conditions influence the process of educational decision making and the development of life goals.

2. The school counselor implements related curriculum and activities focused on the effects of education, work, and family on individual decision making.

3. The school counselor models time management and task management skills.

4. The school counselor presents and disseminates information on appropriate study skills necessary for academic success at each level.

5. The school counselor uses a variety of assessments and interpretation techniques for educational planning.

6. The school counselor integrates the most appropriate technology available into the counseling program; uses this technology to optimize program administration and to meet student needs; and models the use of this technology for students and colleagues.

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.
Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Leadership principles, including sources of power and authority, and formal and informal leadership.
2. Organization theory to facilitate advocacy, collaboration and systemic change.
3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.
4. Time management, including long- and short-term management, using tools such as schedules and calendars.
5. Data-driven decision making.
6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Self-evaluation of his/her own competencies in order to formulate an appropriate professional development plan.
2. The ability to access or collect relevant data to monitor and improve student behavior and achievement.
3. The capability to create calendars to ensure the effective implementation of the school counseling program.
4. Coordination of activities that establish, maintain and enhance the school counseling program.

Standard 4: Academic/Technical Development Domain – The school counselor understands the relationship among personal qualities, education and training, and the world of work.

Knowledge
1. The school counselor knows appropriate goal setting techniques.
2. The school counselor understands the process of establishing short- and long-range goals.

3. The school counselor understands the process of identifying specific strategies to accomplish life goals.

Performance

1. The school counselor uses skills to access knowledge of self and work in order to develop education and training goals.

2. The school counselor engages students in establishing short- and long-range goals.

3. The school counselor identifies specific strategies to accomplish life goals (e.g., acquisition of knowledge, skills, and abilities necessary for success).

Standard 4: Delivery - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The distinction between direct and indirect student services.

2. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.

3. Classroom management.


5. Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs (IEP and 504 Plans), religion, gender and income.

6. Responsive services (counseling and crisis response) including grief and bereavement.

7. The principles of academic and behavioral interventions.
8. How diagnoses and/or medication affects the personal, social, and academic functioning of students.

**Performance** - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Creation and presentation of a developmental school counseling curriculum addressing all students’ needs based on student data.

2. Classroom management and instructional skills.

3. Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.

4. The ability to build effective, high-quality student support programs.

5. Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.

6. The capability to provide responsive services, such as individual/small-group counseling and crisis response.

7. Participation as member of the crisis team providing assistance to the school and community in a crisis.

8. Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.

9. Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.

10. The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.
11. Understanding and knowledge regarding how to provide supervision for school counseling interns consistent with the principles.

12. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement.

**Standard 5: Academic/Technical Development Domain — The school counselor understands the relationship of academics to life in the community and at home.**

**Knowledge**

1. The school counselor understands the effects that values and lifestyle have on academics.

2. The school counselor understands that the needs of the community affect life choices.

3. The school counselor understands how local, state, and global economies affect individuals.

**Performance**

1. The school counselor describes the importance of learning as it affects values and lifestyle.

2. The school counselor links the needs of the community to students’ life choices.

3. The school counselor communicates the effects of local, state, and global economies on student planning.

**Standard 6: Career Development Domain — The school counselor knows the skills necessary to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

**Knowledge**

1. The school counselor knows career development theories.

2. The school counselor understands the value of self-awareness in career decision-making.

3. The school counselor knows how to research and obtain career information.

4. The school counselor knows how to evaluate and interpret career information.
5. The school counselor understands the risks and rewards within various career options.

6. The school counselor understands the skills, behaviors, and attitudes necessary for the world of work.

7. The school counselor knows how to identify post-high school options.

Performance
1. The school counselor uses and evaluates research and information resources to obtain career information.

2. The school counselor facilitates understanding of the value of self-awareness in career decision making.

3. The school counselor gathers and dispenses information to identify post-high school options.

4. The school counselor identifies risks and rewards of various career options.

5. The school counselor disseminates information on prospective employers, organization structures, and employer expectations.

6. The school counselor promotes networking, negotiating, and mentoring in career development.

Standard 7: Career Development Domain — The school counselor understands strategies to achieve career success and satisfaction.

Knowledge
1. The school counselor knows education, training, and career decision-making strategies.

2. The school counselor understands the effects of education, work, and family values on individual career decisions.

3. The school counselor recognizes that personal and environmental conditions affect decision making.

4. The school counselor understands personal consequences of making and not making decisions.

Performance
1. The school counselor describes criteria for making personal decisions about education, training, and career goals.
2. The school counselor describes the effects of education, work, and family values on individual career decisions.

3. The school counselor identifies personal and environmental conditions that affect decision making.

4. The school counselor helps students understand personal consequences of making and not making decisions.

5. The school counselor creates and implements collaborative learning experiences to enhance student career awareness and decision making.

Standard 8: Career Development Domain—The school counselor understands the skills for locating, maintaining, and advancing in a job.

Knowledge
1. The school counselor understands job placement services.

2. The school counselor knows job search and acquisition techniques.

3. The school counselor knows strategies, behaviors, and attitudes that support career advancement.

4. The school counselor understands what strategies, behaviors, and attitudes are necessary for personal success in the world of work.

Performance
1. The school counselor collaborates with teachers, parents/guardians, administrators, and community members to present age-appropriate career awareness information.

2. The school counselor identifies job placement services.

3. The school counselor presents information for both job search and job acquisition.

4. The school counselor helps students develop awareness of strategies, behaviors, and attitudes that support career advancement.
5. The school counselor integrates the most appropriate technologies available into career awareness, exploration, and development.

**Standard 9: Career Development Domain** —The school counselor understands diversity and transition issues in today’s workforce.

**Knowledge**

1. The school counselor knows how to stay abreast of trends and changes in the world of work.

2. The school counselor understands the historical perspective of work and industry and how it relates to today’s diverse workforce.

3. The school counselor understands the effects of stereotyping on education, work environments, and community.

4. The school counselor understands behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.

5. The school counselor knows that transition issues are an ongoing aspect of career development throughout life.

6. The school counselor understands how to use assistive devices and technology to accommodate students with disabilities.

7. The school counselor understands laws and regulations related to students with disabilities.

**Performance**

1. The school counselor disseminates information using various methods regarding recent changes in the diverse workforce.

2. The school counselor models behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.

3. The school counselor creates awareness of transition issues and strategies for lifelong career development.

4. The school counselor disseminates information about the role of assistive devices and technology.
5. The school counselor disseminates information on the laws and regulations related to students with disabilities.

Standard 10: Personal/Social Development Domain — The school counselor knows the attitudes, knowledge, and interpersonal skills necessary to help students understand and respect self and others.

Knowledge
1. The school counselor understands the dynamics of interpersonal interests, abilities, and skills.

2. The school counselor understands the importance of expressing feelings, behaviors, and ideas in an appropriate manner.

3. The school counselor understands how behavior influences the feelings and actions of others.

4. The school counselor understands the relationship between personal behavior and self-concept.

5. The school counselor understands diverse life roles.

6. The school counselor understands environmental influences on behavior.

Performance
1. The school counselor assists students in identifying personal interests, skills, and abilities.

2. The school counselor collaborates with parents/guardians, school personnel, and community professionals in the development of students’ self-concept.

3. The school counselor engages the student in identifying and understanding how behaviors influence the feelings and actions of others.

4. The school counselor enables the student to recognize the relationship between personal behavior and self-concept.

5. The school counselor provides counseling services to enhance understanding of life roles and environmental influences on personal growth and behaviors.

Standard 11: Personal/Social Development Domain — The school counselor understands the process of making decisions, setting goals, and taking necessary action to achieve goals.
Knowledge
1. The school counselor understands how personal beliefs and attitudes, goal setting, and problem solving affect decision making.

2. The school counselor knows that the learning and development process is continuous and involves a series of choices.

3. The school counselor knows the skills of decision making, goal setting, and problem solving.

4. The school counselor understands how expectations of others affect personal/social, academic/technical, and career decisions.

5. The school counselor knows how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Performance
1. The school counselor uses a variety of strategies to demonstrate how personal beliefs and attitudes affect decision making.

2. The school counselor helps students understand that learning and development are continuous processes with a series of choices.

3. The school counselor engages students in decision making, goal setting, and problem solving.

4. The school counselor helps students recognize how the expectations of others affect personal/social, academic/technical, and career decisions.

5. The school counselor describes how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Standard 12: Personal/Social Development Domain—The school counselor understands safety and survival skills.

Knowledge
1. The school counselor understands the importance of identifying feelings, symptoms of stress, abuse, addiction, depression, and appropriate coping skills.
2. The school counselor knows negotiating, problem solving, and conflict resolution skills.

3. The school counselor understands the process of personal change.

4. The school counselor understands the process of human growth and development.

5. The school counselor knows strategies for personal safety and survival skills.

Performance

1. The school counselor describes and demonstrates problem solving, conflict resolution, coping skills, and feeling identification.

2. The school counselor collaborates with school personnel, parents/guardians, and community members to develop and deliver personal safety and survival skills strategies.

3. The school counselor describes the relationship between personal well-being and the process of human growth and development.

4. The school counselor facilitates empowering students and their families to identify the relationship among rules, laws, safety, and the protection of individual rights.
Idaho Standards for School Nurses

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the school nursing profession is a candidate’s disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.**

**Knowledge**

1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.

2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.

3. The school nurse understands how to access research and interpret data applicable to the school setting.

**Performance**

1. The school nurse conducts ongoing evaluations of school nursing practice.

2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.
3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

**Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.**

**Knowledge**

1. The school nurse understands how to improve knowledge and competency in school nursing practice.

2. The school nurse knows how to self-assess professional nursing practice.

3. The school nurse knows how to access professional resources that support school nursing practice.

4. The school nurse knows about the professional organizations that support the nursing practice.

**Performance**

1. The school nurse participates in professional development related to current clinical knowledge and professional issues.

2. The school nurse seeks and acts on constructive feedback regarding professional development.

3. The school nurse pursues professional development as related to professional and program goals.

**Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).**

**Knowledge**

1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.

2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.
3. The school nurse knows how to document appropriately.

**Performance**
1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

**Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.**

**Knowledge**
1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.

**Performance**
1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

**Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.**

**Knowledge**
1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.

2. The school nurse knows how to advocate for students and families.

**Performance**
1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.

2. The school nurse acts as an advocate for students and families.
3. The school nurse delivers care in a manner that is sensitive to student diversity.

_Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education._

**Knowledge**

1. The school nurse understands developmentally appropriate health education.

2. The school nurse understands the influence of family dynamics on student achievement and wellness.

3. The school nurse understands that health instruction within the classroom is based on learning theory.

4. The school nurse understands child, adolescent, family, and community health issues.

5. The school nurse understands how health issues impact student learning.

**Performance**

1. The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.

2. The school nurse participates in the assessment of health education and health instructional needs of the school community.

3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.

4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.

5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.

6. The school nurse assists students in changing high-risk behaviors through education and referral.
Standard 7: Program Management - The school nurse is a manager of school health services.

Knowledge
1. The school nurse understands the principles of school nursing management.

2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).

3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.

4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Performance
1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.

2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.

3. The school nurse demonstrates leadership skills to utilize human resources efficiently.

4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.

5. The school nurse uses appropriate technology in managing school health services.
Idaho Standards for School Psychologists

The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Psychology profession is a candidate’s disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Assessment, Data-Based Decision Making, and Accountability** - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress aiding in transition activities and accomplishments of students.

**Knowledge**

1. The school psychologist understands traditional standardized norm-referenced assessment instruments.

2. The school psychologist knows alternative assessment approaches (e.g., curriculum-based, portfolio, and ecological).

3. The school psychologist knows non-test assessment procedures (e.g., observation, diagnostic interviewing, and reviewing records).

4. The school psychologist understands the Response to Intervention (RTI) process.
5. The school psychologist understands correct interpretation and application of data.

6. The school psychologist understands the process of transitions at Pre-K through Age 21 development levels.

Performance
1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.

2. The school psychologist translates assessment results into empirically-based decisions about intervention and recommendations.

3. The school psychologist assists in creating intervention strategies linked to the assessment information.

4. The school psychologist assists in evaluating the effectiveness of interventions and recommendations.

Standard 2: Consultation and Collaboration - The school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Knowledge
1. The school psychologist knows processes of producing change in individuals and groups.

2. The school psychologist knows various strategies and techniques of team building.

3. The school psychologist knows various strategies and techniques of team decision-making.

4. The school psychologist possesses knowledge and skills necessary to facilitate communication and collaboration with students and teams consisting of school personnel, family members, community professionals, and others.
5. The school psychologist understands factors necessary for effective interpersonal communication.

6. The school psychologist knows how to communicate effectively in oral and written form.

Performance

1. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and other agencies.

2. The school psychologist uses consultation and collaboration to facilitate the development of professional environments in schools and related settings to promote the kinds of principles necessary to achieve consensus.

3. The school psychologist facilitates communication with students and teams consisting of school personnel, family members, community professionals, and others.

4. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.

5. The school psychologist presents and disseminates information to diverse audiences.

6. The school psychologist communicates effectively in oral and written form.

Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction to promote student learning.

Knowledge

1. The school psychologist knows primary learning theories (e.g., behavioral, cognitive, and neuro developmental).

2. The school psychologist understands various instructional strategies and learning styles.
3. The school psychologist knows principles of student-centered learning.

4. The school psychologist knows how to develop appropriate cognitive, academic, and career goals for students with different ability levels using a team approach.

5. The school psychologist understands current instructional theories and models.

6. The school psychologist knows evaluation techniques to measure instructional outcomes of intervention strategies and treatment integrity.

Performance

1. The school psychologist assists in implementing a variety of instructional methods to enhance student learning at the individual, group, and systems levels.

2. The school psychologist uses student-centered learning principles to help students become self-regulated learners.

3. The school psychologist, in collaboration with the student, parents, school personnel, and community professionals, sets individual learning goals, designs a learning process to achieve those goals, and assesses whether the goals have been achieved.

4. The school psychologist helps schools develop appropriate cognitive, academic, and career goals for students.

5. The school psychologist links assessment information to the development and implementation of instructional strategies to meet students’ individual learning needs.

6. The school psychologist collects, maintains and shares current information and research about advances in curriculum and instruction with educators, parents, and the community.

7. The school psychologist uses appropriate assessment techniques to progress toward academic and career goals and assists in revising instructional methodology as necessary.
8. The school psychologist assesses treatment integrity and efficacy of intervention strategies.

*Standard 4: Socialization and Development of Life Skills – The school psychologist understands human development in social, affective, behavioral, and adaptive domains and applies sound principles of behavior change within these domains.*

**Knowledge**

1. The school psychologist understands the developmental processes of socialization and life skills of students with different abilities and developmental levels.

2. The school psychologist understands direct and indirect intervention strategies, including counseling and consultation.

3. The school psychologist knows principles of behavior management.


5. The school psychologist knows empowerment strategies for students and family support systems.

6. The school psychologist understands the ecological impact of learning environments on student success.

7. The school psychologist understands early childhood development and its impact on successful school transitions.

**Performance**

1. The school psychologist utilizes consultation and collaboration strategies with teachers, students, and families for the development of life skills.

2. The school psychologist uses a variety of intervention strategies consistent with developmental
levels.

3. The school psychologist, using a problem-solving approach, collaborates with students, teachers, and families in developing behavior management plans.

4. The school psychologist consults in the development and evaluation of conflict-management and problem-resolution programs and activities.

5. The school psychologist provides mental health services to enhance appropriate student behavior.

6. The school psychologist facilitates students and families in developing positive socialization and life skills.

7. The school psychologist consults with students, families, and schools regarding the structure and organization of educational environments and how they impact learning.

8. The school psychologist works with families and others to promote awareness of effective early childhood development and educational services.

Standard 5: School Psychology Practice and Professional Development - The school psychologist understands the history and foundations of the profession; various service models and methods; public policy development applicable to services for students and their families; ethical and professional standards; and legal requirements.

Knowledge

1. The school psychologist understands the history and foundations of school psychology and its relation to other fields.

2. The school psychologist knows current models, methods and practices of the profession.

3. The school psychologist knows the appropriate ethical and professional standards.
4. The school psychologist knows current federal statues and state statutes and regulations as they relate to students.

5. The school psychologist understands processes and procedures for public policy development.

6. The school psychologist knows methods to evaluate personal needs for continuing professional development.

Performance

1. The school psychologist is aware of current practices in related fields.

2. The school psychologist adheres to best practices of the profession.

3. The school psychologist uses knowledge of legal requirements to advocate for the rights and welfare of children and families.

4. The school psychologist promotes the improvement of public policies and practices in schools and related settings.

5. The school psychologist maintains certification and continues professional development.

6. The school psychologist identifies and pursues professional growth resulting in acquisition of new skills.

Standard 6: Student Diversity in Development and Learning - The school psychologist understands that an individual’s development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.

Knowledge

1. The school psychologist understands individual differences in ability levels with respect to the development of instructional programs and other activities.
2. The school psychologist understands how to identify needs and modify instruction to enhance learning for individual students.

3. The school psychologist recognizes the influence that various cultures, backgrounds, and individual learning characteristics have on students and their families.

4. The school psychologist understands how personal biases may impact decision making, instruction and influence student progress.

5. The school psychologist knows research-based practices related to assessment and the interpretation of results that reduce various biases.

6. The school psychologist recognizes best practices in assessments with culturally and/or linguistically diverse students.

Performance

1. The school psychologist assists in the development of instructional programs and activities for a diverse student population.

2. The school psychologist assists schools and families in the modification and/or accommodation of instructional practices and materials sensitive to diverse student backgrounds and needs.

3. The school psychologist seeks opportunities to interact with students and families to learn about their strengths, needs and diverse backgrounds.

4. The school psychologist uses appropriate assessment procedures and/or intervention strategies to meet the unique needs of each individual student.

Standard 7: Information and Instructional Technology - The school psychologist understands information sources, instructional resources, and technology relevant to professional practice and services for students.
Knowledge
1. The school psychologist knows how to access a variety of information sources (e.g., Internet and professional journals).

2. The school psychologist knows how to use new technologies to enhance student services.

3. The school psychologist possesses current knowledge of instructional resources for students (e.g., instructional software and assistive technology).

Performance
1. The school psychologist uses appropriate technologies to facilitate professional performance.

2. The school psychologist uses technologies to facilitate student performance.

3. The school psychologist makes use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.

4. The school psychologist evaluates the validity of information and resources.

Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge
1. The school psychologist understands the organization of schools and systems.

2. The school psychologist understands principles of organizational development and systems theory as it relates to their practice.

3. The school psychologist knows how to implement and evaluate programs that promote safe and violence-free schools and communities.
4. The school psychologist understands leadership roles in the development and implementation of systems change.

5. The school psychologist understands funding mechanisms available to schools and communities that support physical, educational, and mental health services.

6. The school psychologist knows how to access resources available to address behavioral, learning, mental, and physical needs.

Performance
1. The school psychologist applies principles of organizational development and systems theory to promote learning and to create climates of mutual respect, care, and support for all individuals in the system.

2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools community

3. The school psychologist contributes to the development of school policies, agency, and community procedures that promote effective programs and services for students and families.

4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and families.

5. The school psychologist accesses available resources to address behavioral, learning, mental, and physical needs.

Standard 9: Prevention, Crisis Intervention, and Mental Health - The school psychologist understands human development and psychopathology biological, cultural, and social influences on human behavior.

Knowledge
1. The school psychologist knows current theory, research and best practice concerning child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; drug and alcohol influences; crises in schools, families, and
communities.

2. The school psychologist has knowledge of antecedents and consequences that influence students’ learning and behavior problems.

3. The school psychologist understands strategies to address students’ learning and behavior problems.

4. The school psychologist knows various prevention programs and crisis intervention procedures.

5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug and alcohol abuse, smoking, and stress-related disorders).

Performance

1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the antecedents to students’ learning and behavior problems.

2. The school psychologist participates in crisis prevention, intervention, and response and collaborating with students, school personnel, families and the community.

3. The school psychologist participates in and promotes physical and mental health programs for children in schools and related agencies.

4. The school psychologist facilitates environmental and/or educational changes that support the physical and mental health of students.

5. The school psychologist accesses available resources to address a wide variety of behavioral, learning, mental, and physical needs.

Standard 10: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.
Knowledge

1. The school psychologist knows how family systems influence students’ cognitive, affective and social development, and academic performance.

2. The school psychologist understands the importance of family involvement in education.

3. The school psychologist knows methods to promote collaboration between parents and educators that improve student performance.

4. The school psychologist understands diversity issues that affect home/school collaboration.

5. The school psychologist knows how family, home, peer, and community factors affect learning and achievement in school.

6. The school psychologist knows the local community services available to support students and their families.

Performance

1. The school psychologist applies knowledge of the influence of family systems on education to maximize student performance.

2. The school psychologist facilitates and supports parent participation in educational decision-making activities (e.g., team meetings, schoolwide committees, and school improvement teams).

3. The school psychologist facilitates home-to-school communication, including assisting students and families in accessing community and school-based services.

4. The school psychologist uses knowledge of diversity and resources to enhance collaboration between and schools.

Standard 11: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.
Knowledge

1. The school psychologist knows the basic principles of research design and statistics used in psychological and educational research.

2. The school psychologist possesses sufficient knowledge of research and statistics to interpret and evaluate published research and/or plan and conduct research.

3. The school psychologist knows appropriate program evaluation strategies and techniques.

4. The school psychologist understands psychometric principles that influence test selection and assessment methods.

5. The school psychologist knows the strengths and weaknesses of various research methods, designs and their impact on the interpretation of findings.

Performance

1. The school psychologist applies knowledge of the principles of research design.

2. The school psychologist uses an understanding of research methodology and design to evaluate the validity and relevance of others’ research.

3. The school psychologist uses appropriate strategies when evaluating programs and interventions.

4. The school psychologist applies psychometric standards and principles in selecting and using assessment tools and published tests.

5. The school psychologist maintains, accesses, and applies a current professional knowledge base of research findings, professional literature, and best practices relevant to the job.
Idaho Standards for School Social Workers

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Social Work profession is a candidate’s disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Content - The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).

Knowledge: The competent school social worker:

1. Has attained a master’s degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE); OR meet the following criteria:
   (1) has attained a master’s degree in social work from a program accredited by (CSWE),
   (2) has taken a school social work course and,
   (3) has completed a social work practicum in a K-12 setting or has extensive experience working with children and families.

2. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.

3. Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.
4. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.

5. Understands the effects of mental illness on students’ ability to participate in learning.

6. Understands the person-in-environment context of social work.

7. Understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.

8. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.

9. Understands systems theories as they relate to classrooms, schools, families, and community.

10. Understands methods of advocacy on behalf of individuals, families, and school systems.

11. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

Performance: The competent school social worker:

1. Uses empathy in interpersonal relationships.

2. Uses diverse interview techniques and written communication with all persons within the student's system.

3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.

4. Makes appropriate social work assessment of typical and atypical development of students based on level of state licensure i.e., Licensed Master Social Work (LMSW) or Licensed Clinical Social Worker (LCSW).

5. Selects and applies empirically-based methods of intervention to enhance students' educational experience.

6. Demonstrates effective leadership of and participation in interdisciplinary teams.

Standard 2: Service Delivery - The competent school social worker utilizes a variety of intervention strategies that support and enhance students’ educational and emotional development.
Knowledge: The competent school social worker:

1. Understands empirically-based methods of individual, group, family, and crisis counseling.

2. Understands empirically-based methods of social work service delivery.

3. Understands and develops skills in advocacy, case management, community organization, consultation and in-service training.

4. Understands the application of social learning theories to identify and develop broad-based prevention and interventions, including “Response to Intervention.” (RTI)

5. Understands the interdisciplinary approach to service delivery within the educational environment.

6. Understands how to integrate content knowledge for service delivery.

7. Understands the role of mandated reporters and the function of the State’s child welfare agency and law enforcement interaction.

Performance: The competent school social worker:

1. Develops and implements empirically-based prevention and intervention plans that enable the child to “respond to intervention” (RTI).

2. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.

3. Provides crisis intervention counseling and other services to the school community.

4. Provides consultation to teachers, administrators, parents, and community agencies.

5. Develops and provides training and educational programs in the school and community.
6. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students’ educational planning conferences, and conferences with parents.¹

7. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

8. Mobilizes the resources of the school and community to meet the needs of children and their families.

9. Reports suspected child abuse and neglect to the State’s child welfare agency and/or law enforcement.

¹ School social workers started as and remain an integral link between school, home, and community. Those who choose this particular field of social work provide direct services, as well as specialized services such as mental health intervention, crisis management and intervention, and facilitating community involvement in the schools. Working as an interdisciplinary team member, school social workers not only continue to provide services to school children and their families, but also continue to evaluate their role and consequently modify it to meet organizational or contextual needs and changes in policies and practice.

Standard 3: Planning - The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.

Knowledge: The competent school social worker:

1. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.

2. Understands the process of needs assessment, referral, and resource development.

3. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.

4. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.

5. Understands how to integrate and use technology for assessments, interventions, and information management.

Performance: The competent school social worker:

1. Assists in establishing expectations for student learning consistent with students’ strengths and educational systems’ goals.

2. Conducts needs assessments to plan for service delivery.

3. Assists students in creating long- and short-term plans to meet expectations for learning.

4. Creates and adapts from empirically-based learning opportunities and materials to provide effective interventions.

5. Plans interventions that integrate students' life experiences and future career goals.

6. Maintains relevant data to assist in planning, management and evaluation of school social work.

7. Collects, analyzes and interprets data to evaluate and modify interventions when necessary.
8. Supports approaches to learning that address individual student needs.

9. Integrates and uses technology for assessments, interventions, and information management.

**Standard 4: Assessment and Evaluation** - The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

**Knowledge: The competent school social worker:**

1. Understands strength-based assessments and practices that support growth and development.

2. Understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.

3. Understands multiple empirically-based assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.

4. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.

5. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:
   - The child’s physical, cognitive, and social-emotional development;
   - Family history and factors that influence the child’s overall functioning;
   - The child’s behavior and attitude in different settings;
   - Patterns of interpersonal relationships in all spheres of the child’s environment;
   - Patterns of achievement and adjustment at critical points in the child’s growth and development;
   - Adaptive behavior and cultural factors that may influence learning.

6. Understands the social-developmental history with its focus on the student's functioning within the educational environment.
7. Understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.

8. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.

9. Is familiar with the diagnostic tools used by other professionals in the school.

10. Understands the use of empirically-based assessment and evaluation results to develop student interventions.

**Performance: The competent school social worker:**

1. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments to evaluate the understanding, progress, and performance of students’ social-emotional development in the school environment.

2. Uses social work assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies including “Response to Intervention” (RTI).

3. Uses empirically-based assessment and evaluation results to develop appropriate interventions, including recommendations for eligibility and placement.

4. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.

5. Presents social work assessment results in an easily understandable manner.

6. Documents social work assessment and evaluation results.

7. Collaborates with parents/guardians and other professionals regarding the assessment process.

8. Ensures parents/guardians are informed of their rights and the rights of students regarding assessment.
9. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.

_Sandard 5: Consultation and Collaborative Relationships: The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students’ learning and well-being._

**Knowledge: The competent school social worker:**

1. Understands the principles, practices, and processes of individual and organizational consultation.

2. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.

3. Understands the school’s role within the context of the larger community.

4. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.

5. Understands the importance of audience and purpose when selecting ways to communicate ideas.

6. Understands language development, communication techniques, and the role of communication in the learning environment.

7. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.

8. Understands the role of school personnel as mandated reporters of child abuse and neglect.

**Performance: The competent school social worker:**

1. Initiates, develops, and implements consultative relationships.

2. Models and promotes ethical practices for confidential communication.

3. Collaborates with colleagues, parents/guardians, and community personnel about students’ needs.
4. Encourages relationships among colleagues to promote a positive learning environment.

5. Participates in collaborative decision-making and problem-solving to promote students’ success.

6. Facilitates a collaborative relationship between general and special education systems to promote a unified system of education.

7. Models and promotes effective communication among group members or between groups.

8. Uses a variety of effective communication modes with diverse target groups.

9. Assist in the education of school personnel on mandated reporting of child abuse and neglect to the State’s child welfare agency and/or law enforcement.

10. Makes mandated reports of child abuse and neglect as appropriate to the State’s child welfare agency and/or law enforcement.

Standard 6: Advocacy and Facilitation - The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.

Knowledge: The competent school social worker:

1. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.

2. Is familiar with available resources for students and families within the school and community.

3. Understands when and how to make referrals for programs and services at the district, community, and State levels.

4. Understands the need to improve access to services and resources.

Performance: The competent school social worker:

1. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
2. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.

3. Makes referrals to community and school resources.

4. Advocates for students with other members of the educational community to enhance students’ functioning in the learning environment.

Standard 7: Learning Community - The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.

Knowledge: The competent school social worker:

1. Understands principles of and strategies for effective behavior and social management within the school environment.

2. Understands how people’s attitudes within the educational environment influence behavior of individuals.

3. Understands how to help students work cooperatively and productively.

4. Understands the importance of parents'/guardians’ participation in fostering students’ positive development.

5. Understands dispute resolution strategies.

6. Understands the goals and objectives of educational organizations.

7. Understands how to work with administrators and other school personnel to make changes within the school.

8. Understands how service learning and volunteerism promote the development of personal and social responsibility.
Performance: The competent school social worker:

1. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.

2. Analyzes school environments and works effectively to create/enhance a supportive and safe learning climate.

3. Develops strategies to encourage motivation and engagement through mutual respect and cooperation.

4. Develops dispute resolution programs within the school environment.

5. Develops needs assessments and works as a change agent to address the identified gaps in services.

6. Collaborates with community agencies in school-linked service learning projects or other programs.

7. Promotes the effective utilization of school social work services.

8. Promotes understanding of factors that affect the school environment and facilitates systems improvement.

9. Designs, implements, and evaluates programs that enhance a student’s social participation in school, family, and community.

10. Promotes active parental/guardian participation within the educational environment.

11. Collaborates with community agencies to increase access to services and resources.

Standard 8: Diversity - The competent school social worker understands the broad range of backgrounds and experiences that shape students’ approaches to learning and helps create opportunities adapted to diverse populations of learners.

Knowledge: The competent school social worker:

1. Understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.
2. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.

3. Understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.

4. Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.

5. Understands ways in which similar behaviors may have different meanings to people in different cultures.

Performance: The competent school social worker:

1. Facilitates a learning community in which individual differences are respected.


3. Provides services that promote multi-cultural sensitivity.

4. Develops strategies to decrease negative effects of cultural barriers on education.

5. Utilizes students' diversity to enrich the educational experiences of all students.

6. Interprets information about students’ families, cultures, and communities in assessments, interventions, and evaluations of student progress.

7. Utilizes appropriate social work assessment tools and empirically-based intervention strategies that reflect diverse student needs.

8. Designs empirically-based intervention strategies appropriate to student’s culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.
9. Makes referrals for additional services or resources to assist students with diverse learning needs.

**Standard 9: Professional Conduct and Ethics - The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students’ learning, safety, and well-being.**

**Knowledge: The competent school social worker:**

1. Understands the current applicable professional codes of conduct and ethical practice guidelines.

2. Understands federal and state laws and regulations as they pertain to ethical school social work practice.

3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).

4. Understands the organization and operation of safe school systems.

5. Understands school policies and procedures as they relate to student learning, safety and well-being.

6. Understands legal issues in education, with special emphasis on: persons with disabilities, child welfare, mental health, confidentiality, and students’ and families’ rights.

7. Understands the importance of active participation and leadership in professional education and social work organizations.

**Performance: The competent school social worker:**

1. Follows the professional code of conduct and ethical practice guidelines referred to in Standard 9, Knowledge Indicator 1.

2. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and students’ and families’ rights.

3. Participates in district activities such as policy design, curriculum design, staff development, and organizations involving parent/guardians and students.
4. Abides by current legal directives, school policies, and procedures.

5. Promotes the rights of all students in a safe environment.

6. Models and promotes ethical practices for confidential communication.

**Standard 10: Professional Development - The competent school social worker actively seeks opportunities to grow professionally.**

**Knowledge: The competent school social worker:**

1. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.

2. Understands the impact of personal strengths and needs on service delivery.


4. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.

5. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

**Performance: The competent school social worker:**

1. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.

2. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.

4. Actively seeks consultation to improve professional practice.

5. Maintains the limits and boundaries of the professional role of school social workers.

6. Participates in professional activities and organizations that promote and enhance school social work practice.
OPERATING PROCEDURES
For Idaho Public Driver Education Programs
Published by the Idaho State Department of Education
PO Box 83720 Boise, Idaho 83720 0027

State Board
March 20, 2014

Mr. Tom Luna
State Superintendent of Public Instruction
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PUBLIC DRIVER EDUCATION
All Idaho public Driver Education programs operated by a public school district comply with the requirements in this document. Sections one (1) through six (6) only apply to those programs that public school districts operate directly and do not apply to any public school district that contract with a private driving business licensed by the Idaho Bureau of Occupational Licensing. Section seven (7) only applies to public school districts that contract with private driving businesses licensed by the Idaho Driving Businesses Licensure Board.

1.0 PUBLIC DRIVER EDUCATION STUDENT REQUIREMENTS

1.1 Enrolled Students

1.1.1 An individual between the ages of 14 ½ and 21 may enroll in an Idaho public driver education and training program.

1.1.2 Students under the age of 18 must provide a Verification of Compliance Form from their school to prove that they are currently enrolled in school.

1.1.3 An Idaho driver training permit must be purchased before the student participates in any instruction.

1.1.4 Students enrolled in a home school program must be in compliance with the requirements of the Idaho State Department of Education. The student must be in a home school program for at least (1) year prior to obtaining a driver education permit.

1.2 Transfer Students From Out Of State

1.2.1 Students completing driver education in another state must have met or exceeded Idaho’s minimum requirements of thirty (30) classroom hours, six (6) behind-the-wheel hours, and six (6) observation hours to qualify for or to complete the six (6) month supervised instruction period in Idaho. The documentation must be on an official school form, signed by the instructor or administrator.

1.2.1.1 Online coursework is not transferable unless it meets or exceeds INACOL standards (International Association for K-12 Online Learning). On-line coursework can only replace the (30) classroom hours. Driving and observation time cannot be replaced with simulated driving or on-line classroom hours.

1.2.2 Students who have completed thirty (30) hours of classroom instruction in another state but fewer than six (6) hours of in-car instruction and less than six (6) hours of observation may complete the in-car instruction and observation in Idaho.

1.3 Student Transfers

1.3.1 If a student transfers out with a valid reason (illness, injury, etc.), the student list must show the student as “transferred out” to keep the permit valid. The school must hold onto the permit until that student can be “transferred in” to another class.
1.4 Failure/Removal from a Public Driver Education Program

1.4.1 Students may be removed from or fail a Public Driver Education program for reasons that include, but are not limited to, the following:

1.4.1.1 Not having purchased a permit before any instruction takes place.
1.4.1.2 Excessive tardiness or absences.
1.4.1.3 Attitude and/or behavior that detracts from safe driving or a positive driver education classroom environment.
1.4.1.4 Cheating (whether sharing or receiving answers or work without permission.)
1.4.1.5 Violation of Idaho’s alcohol/age laws during driver education, while driving or not, will cancel the instruction permit and result in failing driver education.
1.4.1.6 Any violation of the driver education permit including driving without the instructor during the period of time the course is being offered.
1.4.1.7 Use of a mobile or electronic device during instruction without the instructor’s permission.
1.4.1.8 A student in violation of any school or district policy shall not be permitted to enroll or complete driver education.

1.5 Students with Special Needs

1.5.1 If a student has an Individualized Education Program (IEP), the IEP team should develop goals and objectives to determine if the student will need special accommodations in driver education and training. Once enrolled, every effort should be made to adapt lesson materials to the student's specific needs (Individuals with Disabilities Education Act, IDEA; PL101-476). Students not eligible for special education services should consult with the district's school staff responsible for determining under the IDEA if the student could qualify and receive services under Section 504.

1.5.2 Public driver education programs will have procedures in place to assist instructors in identifying students with special needs.

1.5.3 The school shall provide appropriate accommodations when necessary. No accommodations can be made that compromise public safety.

2.0 PUBLIC PROGRAM INSTRUCTIONAL REQUIREMENTS

2.1 Classroom Environment

2.1.1 If the classroom is not located in a public school building, a Certificate of Maximum Occupant Load from the state fire marshal, local fire department, or local planning and zoning agency must be submitted. The classroom must, in addition to fire and safety approval, meet the standards required by the American with Disabilities Act.

2.1.2 The classroom environment will be conducive to learning, free from any disturbing influences and used exclusively for driver education instruction during the classroom period.
2.2 Minimum Hours and Days

2.2.1 All Idaho public driver education and training courses shall include a minimum of thirty (30) clock hours of classroom instruction, six (6) clock hours of behind-the-wheel instruction and six (6) clock hours of observation.

2.2.2 With the exception of the approved Idaho INACOL online course, the thirty (30) clock hours of classroom instruction requires face-to-face interaction with the instructor.

2.2.3 Homework assignments completed outside the classroom shall not be counted in the thirty (30) clock hours of classroom instruction.

2.2.4 Students shall be regularly scheduled for concurrent and sequential classroom and behind-the-wheel instruction. Every student will receive instruction for the required number of hours.

2.2.5 Each behind-the-wheel lesson shall be taught in the classroom prior to practicing the lesson during behind-the-wheel instruction.

2.2.6 Classroom instruction shall not be substantially completed or completed before starting in-car practice.

2.2.7 Before students begin behind the wheel instruction on a public roadway, they will first be given classroom instruction for the basics of: approaching the vehicle with awareness; orientation to controls; use of vision to control the vehicle; proper use of the steering wheel; accelerator and brake control; turning left and right; signs, signals, and markings; and rules of the road.

2.2.8 A maximum of thirty-six (36) students shall be scheduled per class.

2.2.9 Classroom instruction shall not exceed ten (10) hours in a seven day period.

2.2.10 Classroom instruction shall not exceed three (3) hours and twenty (20) minutes per day.

2.2.11 Instruction shall not begin earlier than 6 a.m. or end later than 10 p.m.

2.3 Behind the Wheel Driving Time

2.3.1 The optimum time each student will be behind the wheel is sixty (60) minutes or less per day.

2.3.1.1 When it is in the best interest of the program, students may drive a maximum of ninety (90) minutes per day in two forty-five (45) minute intervals. These intervals must be separated by a break or period of observation of at least forty-five (45) minutes.

2.3.2 Each student shall not receive more than three (3) hours of in-car instruction in a seven day period.

2.3.3 Behind the wheel lessons shall not begin earlier than 6 a.m. or end after 10 p.m.

2.3.4 Drive time shall not include time spent driving to pick up or drop off students unless the route meets the objective of the drive lesson.

2.3.5 Each drive must have specific, written objectives.

2.3.6 Detailed feedback will be provided to each student after each drive.

2.4 Observation Time

2.4.1 Students may observe from the rear seat for a maximum of three (3) hours per day.
2.4.2 Instructors will provide lessons to engage observing students in each drive lesson.
2.4.3 Students may complete the observation time with a parent or legal guardian when the instructor and parent/guardian agrees that it is in the best interest of the student.

2.5 Vehicle Occupants

2.5.1 Only the instructor and student driver may occupy the front seats.
2.5.2 In-car instruction shall include not less than two (2) or more than three (3) students in the car.
   2.5.2.1 While not recommended, one student may be scheduled for in-car instruction when it is determined to be in the best interest of the student. This exception shall have prior written permission from the parent or legal guardian.
2.5.3 No person shall occupy a rear seat unless involved as a student, parent/guardian, instructor or student enrolled in a driver education teacher preparation course, translator, administrator or designee, or supervisor of the driver-training program.

2.6 Multiple-Car Driving Range

2.6.1 Two (2) hours of driving on a multiple-car driving range may be substituted for one (1) hour of behind the wheel instruction. Multiple-car instruction may be substituted for not more than three (3) of the total six (6) hours required for behind-the-wheel hours.

2.7 Simulation Instruction

2.7.1 Simulators may be used for supplemental instruction only and not for any part of the six (6) hours of behind-the-wheel or observation time.

2.8 Distance Learning Courses

2.8.1 Students taking the classroom portion of Driver Education online must find and hire a local certified in-car instructor prior to beginning the course.
2.8.2 Students must purchase a permit before being allowed to participate in any classroom or in-car instruction.
2.8.3 Approved online Driver Education courses must meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho State Department of Education.
3.0 PUBLIC PROGRAM INSTRUCTOR REQUIREMENTS

3.1 Definition of a Public Driver Education Instructor

3.1.1 A public driver education instructor is an individual who is licensed by the Idaho State Department of Education to teach the classroom instruction and behind-the-wheel phase of driver education in the public school system.

3.2 Age

3.1.1 Idaho public driver education instructors must be at least twenty-one (21) years of age.

3.3 Driver’s License

3.2.1 Applicants for an original or renewal public driver education instructor license shall possess a valid class A-D driver license and have a satisfactory driving record. A driving record will be determined satisfactory only if the applicant has not:
- received a court suspension or revocation that is not traffic related.
- been convicted of a traffic violation that carries a mandatory suspension or revocation of the driver's license within the preceding thirty-six (36) months.
- been convicted of more than one (1) occasion of any moving traffic violation within any twelve (12) month period of the previous thirty-six (36) months.
- been convicted for any moving traffic violation causing a fatal traffic collision.
- been convicted for driving while his/her driver's license was revoked or suspended within the past five (5) years.
- been convicted for driving under the influence of a controlled substance within the past five (5) years.

3.2.2 Out-of-state residents working in the Idaho public school system must submit a state-issued copy of their driving record from their home state.

3.4 Education

3.4.1 Applicants for an original public driver education instructor license must have completed at least four (4) semester credit hours in a state-approved driver education licensing course.

3.4.2 Applicants for an original public license must have a valid Idaho educator credential or verified previous instructor experience.

3.4.3 Licensed instructors moving to Idaho from another state must take and pass the State of Idaho Driver Education Certification Exam with a grade of 80% or higher. If an applicant fails the exam, the Idaho Driver Education Licensing course must be taken.

3.4.4 Idaho public driver education instructors who have let their licenses lapse must either attend fifteen (15) hours of driver education professional development or take and pass the Idaho Driver Education Licensing Course’s final exam with a grade of 80%, if the applicant fails the written final exam, they must retake the Idaho Driver
Education Licensing Course or wait to attend fifteen (15) hours of driver education professional development.

3.4.5 New public driver education instructor applicants must submit a sealed Idaho Transportation Department (ITD) skills test that has been administered by an ITD skills tester within the past twelve (12) months, with a passing score of not more than seven (7) penalty points. The applicant must wait three (3) days before retesting.

3.4.5.1 At the discretion of the Idaho State Department of Education, a re-examination of a knowledge or skills test may be required for a license renewal.

3.4.6 Instructors who once had a valid teaching credential may continue to teach driver education without having to keep their teaching credential current.

3.5 Medical Examination

3.5.1 Public driver education and training instructors shall have a medical examination that meets the Federal Motor Carriers Safety Regulations (49 CFR 391.41-391.49).

3.5.2 The medical examination shall be completed within three (3) months preceding the application.

3.5.3 The medical examination report must indicate whether the applicant has any ailment, disease, or physical or mental disabilities that may cause momentary or prolonged lapses of consciousness or control, which is or may become chronic. Applicants must not be suffering from a physical or mental disability or disease that may prevent the applicant from maintaining reasonable and ordinary control over a motor vehicle or that could impair the applicant’s ability to drive safely or instruct automobile drivers.

3.5.4 The medical examination must be renewed upon expiration, and a copy of the official form sent to the Idaho State Department of Education.

3.5.5 Public driver education instructors who cannot pass a physical may request permission to teach the classroom portion of the course only when they turn in a copy of their medical exam.

3.6 Professional Development

3.6.1 Public driver education instructors must complete eight (8) hours of professional development training every year. Professional development hours will be accepted if for the purpose of enhancing instructional knowledge and skills in support of teaching best practices.

3.6.2 Professional development training, other than state offered workshops, must be pre-approved by the Idaho State Department of Education and may be obtained through a state agency, college or university, or professional education organization. Professional development training may be selected from independent study courses and may also include Continuing Education Units (CEUs) approved by the Idaho State Department of Education.
3.7 License Renewal

3.7.1 The School district must submit the Public School Annual Program Plan Packet listing all instructors to be licensed for their district to teach driver education. Instructors are licensed each July 1st for a period of twelve (12) months.

3.7.2 Instructors are responsible to make sure their licensing requirements, including medical exam and professional development, are current.

3.8 Criminal History Check

3.8.1 Anyone affiliated with teaching public driver education must have a current criminal history check on file at the Idaho State Department of Education on an official SDE form.

3.8.2 If an employee remains continuously employed with a district, an additional criminal history check is not required. However, when a person begins employment with another district or if there is a break in service, a new criminal history check is required.

3.8.3 If an instructor works for two or more districts at the same time and a criminal history check has been done within the past three (3) months, an SDE Multiple Assignment Form may be filled out and one background check used for all schools on the form.

3.8.4 An individual convicted of a misdemeanor or felony crime against a child is not eligible for public driver education licensing.

3.8.5 A public driver education instructor convicted of a misdemeanor or felony crime against a child will lose his or her current driver education license.

3.9 Driving Under the Influence (D.U.I.)

3.9.1 If a public driver education instructor is convicted of a D.U.I. while holding a public driver education instructor’s license, the license will be immediately revoked for a period of not less than five (5) years from the date of conviction.

3.9.2 If a conviction for D.U.I. has occurred within the past five (5) years, the individual with the conviction will not be eligible for a public driver education instructor’s license until five (5) years from the date of conviction.

3.9.3 Refusal to take an evidentiary test will result in instructor license revocation for a period of five (5) years.

3.9.4 An individual with more than one D.U.I. is not eligible for a public driver education instructor’s license.

4.0 PUBLIC PROGRAM COURSE ADMINISTRATION

4.1 Annual Application to Operate Packet

4.1.1 All public driver education programs, including those contracting with a private driving school, must submit an Annual Program Plan to the Idaho State Department of Education for approval no less than thirty (30) days prior to the start of the first class of the fiscal year.
4.2 Student Lists

4.2.1 All public driver education programs must submit a Final Student List provided by the SDE to their local Department of Motor Vehicles (DMV) within three (3) days after a course ends.

4.2.2 Course end dates on the final student lists must be the same date students begin their six (6) months of supervised driving.

4.3 Reimbursement

4.3.1 All public driver education programs must report all income generated by student fees and district expenses to the Idaho State Department of Education on the Reimbursement Form.

4.3.2 Public School Programs may choose to file a claim for reimbursement within forty-five (45) days after each class ends or submit all classes at once, annually.

4.3.3 Claims for reimbursement must include final student lists with instructors signature for each course taught.

4.3.4 Any public driver education program that fails to meet the standards within this document shall not be entitled to reimbursement.

4.3.5 Public school districts may include the cost of instructor training and required medical examinations for its instructors on their Reimbursement Form.

4.3.6 Two or more districts may cooperate in offering driver education and training. However, only one school district may submit a Reimbursement Form. All adjustments for payment of expenses will be between the cooperating districts.

4.3.7 If a student fails, the student can re-enroll in another class, providing the student purchases a new Driver-Training Permit. The student may again be added to another Reimbursement Form.

4.3.8 Public schools are eligible for full reimbursement at the current rate for each student that completes the required thirty (30) hours of classroom, six (6) hours of driving, and six (6) hours of observation.

4.3.8.1 Public schools will be reimbursed half the current reimbursement rate for students who complete more than fifteen (15) but fewer than thirty (30) hours of classroom.

4.3.9 Claims for on-line classroom reimbursement must be an approved online Driver Education course that meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho State Department of Education.

4.4 Students outside a School District

4.4.1 Students enrolled in any Idaho public school district may enroll in driver education and training outside their home district with approval from both districts.
4.5 Student Records

4.5.1 At the end of the course, the student’s driving logs shall be included in the student’s record and maintained by the school. All original student records shall be maintained for a minimum of five years, including students who passed, failed, withdrew, cancelled or transferred. Each student’s record shall include:
- student’s full name, address, telephone number;
- driver training permit number;
- attendance records;
- behind-the-wheel driving log;
- quizzes and tests grade results;
- final grades.

4.5.2 Students will be given a certificate of completion upon passing a public Idaho driver education course.

4.5.3 Original student records shall be made in ink and updated after each lesson.

4.5.4 The original records shall be made available to the Idaho State Department of Education upon request.

4.5.5 Loss, mutilation, or destruction of records must be reported immediately to the Idaho State Department of Education by affidavit, stating the date the records were lost, destroyed, or mutilated; the circumstances involving the loss, destruction or mutilation; the agency to which it was reported, name of the law enforcement officer or fire department official, case number, and the date of the report.

4.6 Collision/Incident Report

4.6.1 Within two (2) weeks following any incident involving a public driver training vehicle, the school district must submit a current SDE Collision/Incident Report Form to the Idaho State Department of Education.

4.6.2 All driver training vehicles involved in a collision will be required to file a report with the appropriate police agency. The school district will provide a copy of the police report to the Idaho State Department of Education.

4.6.3 Any student driver who is convicted of a traffic violation resulting in a crash while holding a driver education permit may have their permit revoked. If the license is revoked, the student must purchase another permit and take the class at a later date.

4.7 Driving Logs

4.7.1 A driving log for each student shall be maintained by the instructor and include the following minimum information: (1) student name, (2) driver training permit number, (3) home phone number, (4) emergency contact name and phone number, (5) instructor's name, (6) date and clock time of each drive, (7) skills taught, (8) driving time, (9) instructor remarks, (10) student initials verifying time/date for each drive and observation, (11)
final behind-the-wheel grade, (12) total driving time, and (13) special accommodations if used (hand controls, a seat cushion, etc.).

4.8 Instructor Cell Phone and Mobile Device Use During Instruction

4.8.1 Instructor cell phone use while a student is driving shall be limited to emergency purposes only.

4.9 Assessments

4.9.1 The standards for passing a public driver education and training program shall be clearly set forth in writing to students prior to starting the course of instruction.

4.9.2 Students shall be assessed in the following three (3) areas: knowledge, skills, and attitude. A student who fails in any one of these three areas shall fail the entire course.

4.9.3 Each student shall be assessed for knowledge and understanding of the classroom lessons with quizzes that require students to list, define, describe, identify, demonstrate, explain, compare, predict, estimate, or solve.

4.9.4 Successful completion for the course is earning a grade of 80% or higher.

4.9.5 A final knowledge test will be administered at the completion of the course.

4.9.6 A final behind-the-wheel skills test will be administered that measures the essential skills required for operating a motor vehicle safely on public roadways.

4.10 Parental Involvement

4.10.1 Contact with each student’s parent or guardian is required at least once during the course.

4.10.1.1 Contact may be by phone, email, mail, or in person for on-line classes.

4.10.1.2 Instructors will conduct at least one parent night with each driver education class. Parents/Guardian must attend prior to the student receiving their supervised instruction permit.

4.11 Make-Up Policy

4.11.1 The school will have a written policy for missed coursework and driving.

4.11.2 A make-up policy shall ensure that all required hours of instruction and course content are completed. Students will not be allowed to make up missed lessons in a scheduled classroom session unless the lesson missed is being taught. Make-up lessons may be provided on an individual basis.

4.11.3 The school may charge an extra fee for missed coursework and driving.

4.12 Curriculum
4.12.1 An Idaho public driver education and training program’s classroom and behind the wheel essential knowledge and skills shall meet or exceed those in the most recent *Idaho Public Driver Education Curriculum Guide*.

4.12.2 Idaho public driver education programs may create their own curricular materials as long as they meet or exceed the most recent *Idaho Public Driver Education Curriculum Guide*.

4.12.3 Idaho public driver education programs must meet or exceed the most current *Idaho Teen Driver Education and Training Program Content Standards and Benchmarks*.

4.12.4 The *Idaho Public Driver Education Curriculum Guide* will be based on nationally accepted standards and best practices.

4.12.5 A school’s curriculum may be audited as part of a regular review.

4.13 Lesson Plans

4.13.1 Each instructor shall have lesson plans for the lesson they are teaching in the classroom and/or behind the wheel based upon the program’s approved curriculum content outline. Lesson plan content shall meet or exceed the most current *Idaho Public Driver Education Curriculum Guide*.

4.14 Student Instructional Materials

4.14.1 Each student shall have access to instructional materials to read and study during the course. The instructional material shall be equal to or exceed the content of current state-adopted driver education textbooks and be compatible with the school’s curriculum content outline.

4.14.2 Textbooks, if used, shall be selected from the list adopted by the Idaho State Department of Education.

4.15 Idaho Driver’s Manual

4.15.1 Each student shall have access to a current copy of the *Idaho Driver’s Manual*. The manual shall not be used as the only source of instructional material, but shall be used as an aid for instruction on Idaho’s traffic laws, rules of the road, driver licensing and vehicle registration.

4.16 Practice Guide/Log

4.16.1 Each student and their parent or legal guardian shall be informed of the requirements of the Graduated Driver Licensing laws and provided a *Supervised Driving Guide Book* and driving log for their use during the required six (6) months of the Graduated Driver Licensing practice period.
5.0 PUBLIC DRIVER EDUCATION VEHICLE REQUIREMENTS

5.1 Vehicle Type

5.1.1 Only passenger vehicles may be used. All motor vehicles used for in-car instruction shall be properly registered in compliance with the Idaho Transportation Department’s vehicle registration laws and be maintained in safe operating condition.

5.2 Vehicle Use

5.2.1 If any of the mileage will be included for reimbursement and a vehicle is not used exclusively for driver training, the school will maintain a mileage log. The log will remain on file with the driver education program’s expenses.

5.3 Annual Vehicle Inspection

5.3.1 Before a vehicle is used for instruction, a certified mechanic must inspect the vehicle using the Vehicle Inspection Form provided by the Idaho State Department of Education.

5.3.2 Vehicles not passing the inspection shall be placed out of service until the needed repairs are made and the vehicle is re-inspected by a certified mechanic using the Vehicle Inspection Form.

5.3.3 Annual inspections expire on June 30 each year.

5.3.4 Inspections serve to verify the integrity of the vehicle’s critical safety components that are necessary to ensure that the vehicle is in safe operating condition.

5.3.5 Following any motor vehicle crash involving the vehicle, the public driver training school shall withdraw the vehicle from the fleet and not use it for instruction until it has passed a new mechanical inspection. This new inspection must be submitted to the Idaho State Department of Education before the vehicle can be returned to service.

5.3.6 Mechanics may use the Vehicle Inspection Form provided by the Idaho State Department of Education or their own, provided it meets or exceeds the inspection standards recommended by the American Association of Motor Vehicle Administrators.

5.3.7 A dual brake must be included in the inspection.

5.3.8 A copy of the Annual Vehicle Inspection must be included in the Annual Program Plan.

5.4 Required Vehicle Equipment
5.4.1 All motor vehicles used to practice driving lessons shall be equipped with a dual control brake pedal within easy reach of the instructor and capable of bringing the vehicle to a stop in accordance with Idaho Code §49-933(7).

5.4.2 Driver training vehicles shall be equipped with:
   - Operating safety belts and all occupants in the driver-training vehicle shall be properly secured in a safety belt when the vehicle is moving.
   - An inside rear view mirror for the exclusive use of the instructor.
   - Side-view mirror on each side of the vehicle, adjusted for the driver’s use.

5.4.3 Signs and/or lettering that can be seen from outside the vehicle to the rear and both sides of the vehicle.
   5.4.3.1 The signs and/or letters will be of contrasting colors so as to be clearly readable at one hundred feet in clear daylight.
   5.4.3.2 Signs and/or lettering to the rear and sides will have “STUDENT DRIVER,” “DRIVER EDUCATION,” or “DRIVING SCHOOL” with not less than 2 ½ inch high lettering.
   5.4.3.3 Signs and/or lettering to both sides of the vehicle will have the name of the school or school district with not less than two-inch (2) high lettering.
   5.4.3.4 All signs and/or lettering must be safely secured while the vehicle is in motion.
   5.4.3.5 When replacing worn or installing new signs, the lettering will comply with these standards.

5.4.4 Vehicles used on a multiple car, off-street “range” are not required to be equipped with a dual control brake, car signage, or rear-view mirror for the instructor.

5.5 Vehicle Insurance

   5.5.1 Insurance coverage shall be maintained in full force and effect while the vehicle is used for driver training and will meet the requirements in Idaho Statute §6-924. The current statute states the policy will have a limit of not less than $500,000 for bodily or personal injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants.

6.0 MONITORING AND REVIEWING PUBLIC DRIVER EDUCATION PROGRAMS

6.1 The Idaho State Department of Education may review public driver education classroom and behind-the-wheel instruction and program records for compliance with department instructional, statutory, and regulatory requirements.

6.2 Complaints against a public driver education program or instructor will result in an investigation and/or compliance review.

6.3 Reviewed public schools and/or instructors will be given feedback in areas they are doing well in and areas they can improve in.
6.4 Public schools and/or instructors that are out of compliance with policy will be put on an improvement plan that provides the support and time necessary to make the suggested or required changes that come from a review.

6.5 Public schools and/or instructors that refuse or fail to make the necessary changes to be in compliance within the agreed upon timeframe will not be eligible for reimbursement or be able to offer a program until they are back in compliance.

7.0 PUBLIC SCHOOL DISTRICTS CONTRACTING WITH A PRIVATE DRIVING SCHOOL

7.1 Public school districts may contract with a private driving school to provide a driver education and training program. To qualify for reimbursement, the district A public school district that qualifies for reimbursement shall have a written contract with the approved private driving school to provide classroom instruction and/or behind-the-wheel instruction. The contract will specify the responsibilities of each party, and be renewed annually. If the value of the contract is in excess of twenty-five thousand dollars ($25,000) in a fiscal year the school district must procure such services in accordance with Idaho Code 67-2801 through 67-2809.

7.1.1 Contracts must be renewed annually.

7.2 A copy of the contract shall be included in the annual program plan submitted by the school district to the Idaho State Department of Education at least thirty (30) days prior to a program starting for that fiscal year.

7.3 To be eligible for reimbursement the public school must show a direct expense equal to or greater than the reimbursable amount of $125 per student and/or show the contractor has a reduced fee for instruction more than or equal to $125.00 per student. The students’ driver education instruction fees must be paid directly to the public school that is requesting reimbursement.

7.4 The school district is responsible for ensuring that the contractor is teaching content that meets or exceeds the Idaho State Board of Education approved public driver education content standards and benchmarks.

7.5 All private contractors must have a valid license as issued by the Idaho Driving Businesses licensure board.

7.6 All record keeping and required reporting to the Idaho State Department of Education shall be completed by the school district.

7.7 All student records are the property and responsibility of the school district.

7.8 In accordance with the state statute 33-512, schools districts shall ensure that all private driver education instructors who are contracting with a public school and who will have unsupervised contact with students, have a current criminal history check on an official SDE fingerprint card on file at the Idaho State Department of Education. School districts will also be responsible for cross-checking all private driver education instructors working as contractors for the school district against the statewide sex offender register.
Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 3326800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.
SUBJECT
Temporary Rule- IDAPA 08.02.02.004, Rules Governing Uniformity,
Incorporation by Reference.

Proposed standards revisions to the Idaho Standards for Operating procedures for Idaho Public Driver Education Programs.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1701 through 33-1708, Idaho Code

BACKGROUND/DISCUSSION
A public school district may contract with an approved private driving school to provide a driver education program. In order to assure a quality program, maintain student records and proper reporting to the Idaho State Department of Education, specific wording is being added to the standards regarding contracting.

In the accounting process for fiscal year 2014 it has come to the Department’s attention that the rules governing school districts contracting with private driving schools needs to be more specific. We have found several public schools that were not properly bidding their driving education contracts and in most cases not bidding the contract. During the auditing process it was also found that private companies claiming state funds were not holding classes at the contracting public school, not instructing students enrolled at the contracting school, and directly collecting funds from the student.

The intent of state reimbursement for $125 per student for driver education is to reduce the cost to parents by offsetting the expense the public school incurs that is providing the program. By adding more specific language in the rule the Idaho State Department of Education can guarantee the funding will be used for a public school that incurs an expense for the program and/or directly reduces the fee to parents, thereby making driver education more accessible to all teens.

ATTACHMENTS
Attachment 1 – Temporary Rule changes to IDAPA 08.02.02.004.03, Rules Governing Uniformity

STAFF COMMENTS AND RECOMMENDATIONS
Temporary rules must meet one of three requirements, conveying a benefit, for public good or safety, or to come into compliance with a State or Federal law or requirement. Temporary rules take effect once they are approved by the Board or at a time specified by the Board at the time of approval, they have no public comment period prior to taking effect. The Department would like to implement the proposed changes to the Procedures for Drivers Education Program standards on approval of the Board and is promulgating a separate Temporary Rule to that effect. The changes to the Standards for Initial Certification do not
meet the requirements of a Temporary rule, thereby requiring the Proposed and Temporary rule to be approved separately.

BOARD ACTION

I move to approve the Temporary Rule amendment to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference, as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No ____
08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (3-20-14)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on August 15, 2013. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/driver_edu/forms_curriculum.htm. (3-20-14)(___)
SUBJECT
Proposed Rule - IDAPA 08.02.02.027, .028, .030, .047, .076 Rules Governing Uniformity.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1254, 33-1258, and 33-114, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 - Rules Governing Uniformity

BACKGROUND/DISCUSSION
08.02.02.027.01 PUPIL PERSONNEL SERVICES CERTIFICATE Counselor Endorsement (K-12). 08.02.02.028.02, Early Childhood Special Education Endorsement (Pre-K-3), Hearing Impairment Endorsement (K-12), Visual Impairment Endorsement (K-12).

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following endorsements were reviewed by committees of content experts in the fall of 2013 and the spring of 2014 and are ready for submission: School Counselor, Special Education Blind & Visually Impaired, and Special Education Hearing Impaired. All standards and endorsements were revised to better align with national standards and best practices; then presented to the Professional Standards Commission for consideration. The Professional Standards Commission has recommended approval of all of the committee’s proposed endorsement revisions including renaming the Hearing Impaired standards and endorsement to Deaf/Hard of Hearing to more accurately reflect medical and field terminology.

08.02.02.030. SUPERVISOR/COORDINATOR OF SPECIAL EDUCATION ENDORSEMENT.
This section of rule is being removed. There are no state approved preparation standards for this endorsement, nor are any Idaho Higher Education Institutions preparing candidates to fill this endorsement.

08.02.02.047. ALTERNATIVE AUTHORIZATION – PUPIL PERSONNEL SERVICES.
This clarification to rule is necessary in order to reflect the addition of the Interim Speech Language Pathologist endorsement and to clarify that districts do not need to declare an emergency to request alternative authorization for these interim certificates.

08.02.02.076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).
This clarification to rule is necessary to increase clarity regarding the types of inappropriate images covered under this rule.
IMPACT
Approval of the proposed changes will update language used in describing the endorsements and update requirements with current best practices. Additional changes to the ethics section add greater clarity to Principle II and Principle X.

ATTACHMENTS
Attachment 1 – Proposed changes to IDAPA 08.02.02.027, .028, .030, .047, .076.

BOARD ACTION
I move to approve the Proposed rule amendments to IDAPA 08.02.02.027, .028, .030, .047, .076 Rules Governing Uniformity, as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.02 - RULES GOVERNING UNIFORMITY

027. PUPIL PERSONNEL SERVICES CERTIFICATE.
Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-16-04)

01. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (5-8-09)

a. Hold a master's degree and provide verification of completion of an approved program of graduate study in school guidance and counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. Substantial amounts of this K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. (5-8-09)

b. An institutional recommendation is required for a Counselor K-12 Endorsement. (5-8-09)

02. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-29-12)

a. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

b. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

c. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (5-8-09)

d. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-29-12)
03. **School Nurse Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 027.03.a. or 027.03.b. in addition to the requirement of Subsection 027.03.c. (3-29-10)

   a. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor’s degree in nursing, education, or a health-related field from an accredited institution. (5-8-09)

   b. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas:

      i. Health program management; (5-8-09)

      ii. Child and adolescent health issues; (5-8-09)

      iii. Counseling, psychology, or social work; or (5-8-09)

      iv. Methods of instruction. (5-8-09)

   c. Additionally, each candidate must have two (2) years’ full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (5-8-09)

04. **Interim Endorsement - School Nurse.** This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate - will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)

05. **Speech-Language Pathologist Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master’s degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

06. **Audiology Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master’s degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

07. **School Social Worker Endorsement.** This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options: (3-16-04)

   a. A master's degree in social work from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out-of-state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

   b. A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. (3-16-04)

08. **Interim Endorsement - Speech Language Pathologist.** This certificate will be granted for those
who do not meet the educational requirements but who hold a bachelor’s degree in Speech language pathology and are pursuing a master’s degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)

028. EXCEPTIONAL CHILD CERTIFICATE.
Holders of this certificate work with children who have been identified as having an educational impairment. (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include an internship and student teaching in a special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements:

a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

03. Early Childhood Special Education Endorsement (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements:

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8) Parent-teacher relations; and, Field work to include an internship and student teaching at the Pre-K-3 grades. (4-7-11)

04. Deaf/Hard of Hearing Impairment Endorsement (K-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing impairment with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Deaf/Hard of Hearing Impaired endorsement, a candidate must have satisfied the following requirements:

(4-11-06)( - - )
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05. Visual Impairment Endorsement (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university.

a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)

c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)

d. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)

dc. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (4-11-06)

029. CONSULTING TEACHER/TEACHER LEADER ENDORSEMENT.
Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (4-4-13)

01. Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood /Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements: (3-29-10)
a. Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas:

i. Assessment of learning behaviors; (4-4-13)

ii. Individualization of instructional programs based on educational diagnosis; (4-4-13)

iii. Behavioral and/or classroom management techniques; (4-4-13)

iv. Program implementation and supervision; (4-4-13)

v. Knowledge in use of current methods, materials and resources available and management and operation of media centers; (4-4-13)

vi. Ability in identifying and utilizing community or agency resources and support services; and (4-4-13)

vii. Counseling skills and guidance of professional staff. (4-4-13)

b. Experience. Completion of a minimum of three (3) years’ teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-16-04)

c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include:

i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)

ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)

   (1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)

   (2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)

   (3) Promoting Professional Learning for Continuous Improvement; (4-4-13)

   (4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)

   (5) Using Assessments and Data for School and District Improvement; (4-4-13)

   (6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)

   (7) Advocating for Student Learning and the Profession. (4-4-13)

d. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (4-4-13)

02. Mathematics Consulting Teacher - Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), a candidate must have satisfied the following requirements: (3-29-10)
a. Education Requirements. Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases:

i. Structural Components of Mathematics; (4-4-13)

ii. Modeling, Justification, Proof and Generalization; (4-4-13)

iii. Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (4-4-13)

b. Experience. Completion of a minimum of three (3) years’ teaching experience. (3-29-10)

c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include:

i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)

ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)

   (1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)

   (2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)

   (3) Promoting Professional Learning for Continuous Improvement; (4-4-13)

   (4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)

   (5) Using Assessments and Data for School and District Improvement; (4-4-13)

   (6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)

   (7) Advocating for Student Learning and the Profession. (4-4-13)

d. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (4-4-13)

030. SUPERVISOR/COORDINATOR OF SPECIAL EDUCATION ENDORSEMENT.—(RESERVED)

01. Special Education Support. Supervisors/coordinators of special education support the district administrative team in ensuring that district practice is in compliance with the requirements of the Individuals with Education Disabilities Act. The assigned duties may include the evaluation of related services staff; supervision of the operations of special education programs within a school district; technical assistance and training to district staff and parents; assistance with student placement decisions; and representation for the school district regarding special education matters with other agencies and with the State Department of Education. (4-11-06)

02. Endorsement. To be eligible for this endorsement on the Standard Exceptional Child Certificate or the Pupil Personnel Certificate endorsed for School Psychologist, Speech-Language Pathologist or Social Worker, a candidate must complete a master’s degree program; have verification of a minimum of three (3) years of experience in a special education setting; and obtain college or university verification of demonstrated competencies...
in special education administration, supervision of instruction and counseling parents of exceptional children.  

031. JUNIOR RESERVED OFFICER TRAINING CORPS (JUNIOR ROTC) INSTRUCTORS.

01. List of Names. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools.  

02. Notarized Copy. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion.  

03. Authorization Letter. Upon receiving the items identified in Subsections 031.01 and 031.02, the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors.

032. POSTSECONDARY SPECIALIST.

A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty’s college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships.

01. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty’s college dean level or higher).

02. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules.

03. Qualifications. The candidate must:

a. Hold a masters degree or higher in the content area being taught;  

b. Be currently employed by the post secondary institution in the content area to be taught; and  

c. Complete and pass a criminal history check as required according to Section 33-130, Idaho Code.

033. ONLINE TEACHER ENDORSEMENT (PRE-K-12).

01. Online-Teacher Endorsement. To be eligible for an Online-Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements:

a. Meets states’ professional teaching and/or licensure standards and is qualified to teach in his/her field of study.  

b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency.  

c. Has completed (completes) an eight (8) week online teaching internship in a Pre-K-12 program, or have one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years.  

d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved...
02. **Proficiency in Idaho Standards for Online Teachers.** Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies:

a. Knowledge of Online Education and Human Development;

b. Facilitate and Inspire Student Learning and Creativity;

c. Design and Develop Digital-Age Learning Experiences and Assessments Standards;

d. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and

e. Engage in Professional Growth and Leadership.

034. **CERTIFICATION STANDARDS FOR PROFESSIONAL-TECHNICAL EDUCATORS.**

Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Secondary Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional-Technical Education, and application processes are managed by the Division of Professional-Technical Education.

035. **DEGREE BASED PROFESSIONAL-TECHNICAL CERTIFICATION.**

01. **Teacher Preparation Through Degreed Program.** Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Science; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four-thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization.

02. **Professional-Technical Administrator Certificate.** The Professional-Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional-technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional-Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional-Technical Education.

a. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary teaching credential;

b. Provide evidence of a minimum of three (3) years’ teaching in an occupational discipline;

c. Hold a masters degree; and,

d. Completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional-technical education; administration of personnel; and legal aspects of professional-technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and
To renew the Professional-Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional-technical teachers. (3-16-04)

**03. Work-Based Learning Coordinator Endorsement.** Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-16-04)

**04. Career Counselor Endorsement.** The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional-Technical Education; and Theories of Occupational Choice. (3-16-04)

**036. INDUSTRY BASED PROFESSIONAL-TECHNICAL CERTIFICATION.** Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations Education and to Trades & Industry Education; specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional-technical educators who teach courses to 9-12 students. (3-16-04)

**01. General Requirements.** Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-16-04)

a. Have sixteen-thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional-technical education program. (3-16-04)

b. Have a bachelor's degree in the specific occupation or related area, plus six-thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (3-16-04)

c. Meet one (1) of the following:

i. Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; (3-16-04)

ii. Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or (3-16-04)

iii. Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-16-04)

**02. Limited Occupational Specialist Certificate.** This certificate is issued to individuals who are new to teaching trades and health occupations in public schools. The certificate is valid for three (3) years. (3-16-04)
Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional-Technical Education and an approved course in professional technical methods and student assessment.

(3-16-04)

b. Complete a new-teacher induction workshop at the state or district level.

(3-16-04)

c. File a Professional Development Plan with the State Division of Professional-Technical Education.

(3-16-04)

d. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education.

(3-16-04)

03. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and file of a Professional Development Plan for the next certification period.

(3-16-04)

04. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who meet all the requirements outlined below:

(3-16-04)

a. Meet the requirements for the Standard Occupational Specialist Certificate;

(3-16-04)

b. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and

(3-16-04)

c. File a new Professional Development Plan for the next certification period.

(3-16-04)

d. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period.

(3-16-04)

037. -- 041. (RESERVED)

042. ALTERNATE ROUTES TO CERTIFICATION.
The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Para-Educators, individuals who are currently certificated to teach but who are in need of emergency certification in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein.

(4-4-13)

043. ALTERNATIVE AUTHORIZATION -- TEACHER TO NEW CERTIFICATION.
The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for up to three (3) years and is nonrenewable.

(5-8-09)
01. **Initial Qualifications.** Prior to application, a candidate must hold a Bachelor’s degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (5-8-09)

02. **Alternative Route Preparation Program.** (3-20-04)
   a. **Option I - Teacher to New Certification/Endorsement.** (5-8-09)
      i. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. Candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (3-20-04)
      ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)
      iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein. (3-20-04)
   b. **Option II - National Board (endorsement only).** By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area. (5-8-09)
   c. **Option III - Master’s degree or higher (endorsement only).** By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)
   d. **Option IV - Testing and/or Assessment (endorsement only).** Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (5-8-09)
      i. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1)-year state-approved mentoring component. (5-8-09)
      ii. Pathway 2 - Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. (5-8-09)

044. **ALTERNATIVE AUTHORIZATION -- CONTENT SPECIALIST.**
The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for three (3) years and is not renewable. (3-20-04)

01. **Initial Qualifications.** (3-20-04)
   a. Prior to application, a candidate must hold a Bachelor’s degree or have completed all of the requirements of a Bachelor’s degree except the student teaching or practicum portion. (4-4-13)
   b. The candidate shall meet enrollment qualifications of the alternative route preparation program. (3-20-04)

02. **Alternative Route Preparation Program -- College/University Preparation.** (3-20-04)
   a. A consortium comprised of a designee from the college/university to be attended, and a representative from the school district, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one (1) classroom observation per month until certified. (3-20-04)
b. Prior to entering the classroom, the candidate completes eight (8) to sixteen (16) weeks of accelerated study in education pedagogy. (3-20-04)

c. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions to receive a recommendation for full certification. (3-20-04)

d. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences. (3-20-04)

e. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment. (3-20-04)

045. NON-TRADITIONAL ROUTE TO TEACHER CERTIFICATION.
An individual may acquire interim certification as found in Section 015 of these rules through an approved non-traditional route certification program. (3-20-14)

01. Approval of the Program. The State Board of Education must approve any non-traditional route to teacher certification. The program must include, at a minimum, the following components: (3-20-14)

a. Preassessment of teaching and content knowledge; (4-6-05)

b. An academic advisor with knowledge of the prescribed instruction area; and (4-6-05)

c. Exams of pedagogy and content knowledge. (4-6-05)

02. Eligibility. Individuals who possess a bachelor’s degree or higher from an institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-20-14)

03. Requirements for Completion. To complete this non-traditional route, the individual must: (3-20-14)

a. Complete a Board approved program; (4-6-05)

b. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

c. Complete the Idaho Department of Education Criminal History Check. (4-6-05)

04. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education’s Bureau of Certification and Professional Standards. The term of the interim certification shall be three (3) years. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year a teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under an interim certificate. (3-20-14)

05. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain full Idaho Teacher Certification during the three (3) year interim certification term. (4-6-05)

06. Types of Certificates and Endorsements. The non-traditional route may be used for first-time...
certification, subsequent certificates, and additional endorsements. (3-20-14)

046. (RESERVED)

047. ALTERNATIVE AUTHORIZATION - PUPIL PERSONNEL SERVICES.
The purpose of this alternative authorization is to allow Idaho school districts to request emergency endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are already defined in Subsection 027.034 and 027.08 respectively of these rules. (4-2-08)

01. Term of Validity. Alternative authorization in this area is valid for three (3) years and will be reviewed annually and is nonrenewable. (4-2-08)

02. Initial Qualifications. The applicant must complete the following: (4-2-08)
   a. Prior to application, a candidate must hold a Masters degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (4-2-08)
   b. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

03. Alternative Route Preparation Program. (4-2-08)
   a. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. (4-2-08)
   b. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)
   c. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)
   d. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

048. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

01. Application for Idaho Certificate. To obtain, renew, or reinstate an Idaho certificate, the applicant will submit an application on a form supplied by the State Department of Education or the State Division of Professional-Technical Education. (3-16-04)

02. State Board of Education Requirements for Professional Growth. (4-1-97)
   a. Credits taken for recertification must be educationally related to the professional development of the applicant. (4-1-97)
      i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)
      ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)
      iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)
b. Graduate or undergraduate credit will be accepted for recertification. Credit must be college transferable and completed through an accredited college or university. (4-1-97)

c. All requests for equivalent inservice training to apply toward recertification must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Professional-Technical Specialist Certificates must receive State Division of Professional-Technical Education approval of inservice training and course work prior to applying for renewal. (3-16-04)

d. At least fifteen (15) hours of formal instruction must be given for each hour of inservice credit granted. (4-1-97)

e. Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

f. Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement. (4-1-97)

g. All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (5-8-09)

h. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant’s current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (5-8-09)

03. State Board of Education Professional Development Requirements. (4-1-97)

a. Districts will have professional development plans. (4-1-97)

b. All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)

c. At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)

061. -- 065. (RESERVED)

066. FEES.
The state department of education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)

01. Initial Certificate. All types, issued for five (5) years -- seventy-five dollars ($75). (3-16-04)

02. Renewal Certificate. All types, issued for five (5) years -- seventy-five dollars ($75). (3-16-04)

03. Alternate Route Authorization. All types, issued for one (1) year -- one hundred dollars ($100). (3-16-04)

04. Additions or Changes During the Life of an Existing Certificate. Twenty-five dollars ($25). (3-16-04)
05. **To Replace an Existing Certificate.** Ten dollars ($10). (3-16-04)

067. -- 074. (RESERVED)

075. **FINGERPRINTING AND CRIMINAL HISTORY CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).**
All certificated and noncertificated employees and other individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a criminal history check. (4-9-09)

01. **Definitions.**

*a.* Applicant. An individual applying for Idaho Certification or a certificated or non-certificated individual applying for employment. (4-9-09)

*b.* Break-in-Service. A voluntary or involuntary termination in employment, including retirement. (4-9-09)

*c.* Candidate. An individual attending a postsecondary program. (4-9-09)

*d.* Certificated Employee. An individual who holds an Idaho education certificate and is employed in a certificated position in a LEA. (4-9-09)

*e.* Contractor. An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (4-9-09)

*f.* Conviction. The final judgment on a verdict or finding of guilty, a plea of guilty, a plea of nolo contendere, or the sentence has been suspended, deferred, or withheld on a felony or misdemeanor as defined by Section 18-110 and Section 18-111, Idaho Code. (4-9-09)

*g.* Criminal History Check (CHC). A ten (10) finger fingerprint process to determine if an applicant has criminal arrests and convictions in Idaho, any other state, or applicable jurisdictions. (4-9-09)

*h.* Criminal History Check Result. Information resulting from processing fingerprints through the databases maintained by the Bureau of Criminal Identification (BCI), Federal Bureau of Investigation (FBI) and the Idaho Statewide Sex Offender Registry. (4-9-09)

*i.* Irregular Contact. Contact that is not on a daily or weekly basis, or has a regular scheduled interaction with students. (4-9-09)

*j.* Multiple Assignments. When an individual works in two or more LEAs or an LEA and private school simultaneously. (4-9-09)

*k.* Non-Certificated Employee. An individual employed in a non-certificated position. (4-9-09)

*l.* Open Date. The date a fingerprint card or scan is entered into the database as an electronic file. (4-9-09)

*m.* Rejected Fingerprint Cards. A fingerprint card that has been returned by the BCI, FBI or SDE for poor quality prints, lack of signature, card being older than six (6) months, or other incomplete information. (4-9-09)

*n.* Scan. The process of capturing an individual’s fingerprints by an electronic process. (4-9-09)

*o.* Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of a school district employee on a continuing basis in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. This
excludes extra-curricular trips of one-day length starting during the school day. (4-9-09)

02. **Fee.** The SDE shall charge a forty dollars ($40) fee for undergoing a criminal history check. (4-9-09)

03. **Rejected Fingerprint Cards or Scans.** (4-9-09)
   a. When a fingerprint card has been rejected a new completed fingerprint card is required. (4-9-09)
   b. The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractors, postsecondary program, or individual. (4-9-09)
   c. A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the SDE within twenty (20) calendar days. (4-9-09)
   d. If the new fingerprint card and rejected fingerprint card are returned after the twenty (20) calendar day time period a forty dollar ($40) fee is required to be paid. (4-9-09)

04. **Secured CHC Website.** The SDE will maintain a CHC website listing the CHC results. The LEA, private or parochial school, contractor or postsecondary program may view the results or status of an applicant, employee or candidate. (4-9-09)
   a. Upon a signed agreement the SDE will issue a password to access the CHC website. (4-9-09)
   b. Each LEA, private or parochial school, contractor and postsecondary program will have access to the CHC secure site listing their employees, statewide substitute teacher list, newly certified list and student teacher list. (4-9-09)

05. **Fingerprinting & Criminal History Checks.** (4-9-09)
   a. The SDE will maintain a list of newly certificated educators. Educators stay on this list for one (1) year from their individual open date. Educators on this list may be employed by a LEA without a new CHC. (4-9-09)
   b. The SDE will make the final determination if an applicant is eligible for Idaho certification. (4-9-09)
   c. If the SDE makes a determination that the applicant is not eligible for Idaho certification, the SDE may deny the applicant Idaho certification. Upon receiving the written denial the applicant may request a hearing pursuant to Section 33-1209, Idaho Code. (4-9-09)

06. **Non-Certificated Employees.** Non-certificated employees are required to complete a CHC pursuant to Section 33-130, Idaho Code. The CHC results will be posted on the CHC website for their employer to review. (4-9-09)

07. **Substitute Teachers.** Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a criminal history check. The SDE shall maintain a statewide substitute teacher list. To remain on the list on the list a substitute teacher shall undergo a criminal history check every five (5) years in accordance with Section 33-512, Idaho Code. Substitute teachers on the list do not need to complete a multiple assignment form nor are subject to break in service provisions. (4-9-09)

08. **Break In Service.** (4-9-09)
   a. When an employee returns to any LEA after a break in service a new criminal history check must be completed. (4-9-09)
When an employee changes employment between LEAs a new CHC must be completed regardless of the most recent CHC. (4-9-09)

09. **Postsecondary.** (4-9-09)

a. The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for student teaching, internships or practicum. (4-9-09)

b. The SDE will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (4-9-09)

c. The SDE will move a candidate from the student teacher list to the newly certified list when an application for certification is approved. (4-9-09)

076. **CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).**

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

01. **Aspirations and Commitments.** (3-20-04)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-20-14)

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-20-14)

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board’s mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

02. **Principle I - Professional Conduct.** A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense
set forth in Section 33-1208, Idaho Code. (3-20-14)

03. **Principle II - Educator/Student Relationship.** A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to:

   a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)
   b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)
   c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)
   d. Committing any act of harassment as defined by district policy; (4-11-06)
   e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-20-14)
   f. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases); (3-20-04)
   g. Taking or possessing inappropriate images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (3-20-14)
   h. Inappropriate contact with any minor or any student regardless of age using electronic media; (4-11-06)
   i. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-20-14)
   j. Conduct that is detrimental to the health or welfare of students; and (3-20-14)
   k. Deliberately falsifying information presented to students. (3-20-14)

04. **Principle III - Alcohol and Drugs Use or Possession.** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to:

   a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)
   b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)
   c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)
   d. Inappropriate or illegal use of drugs or alcohol that impairs the individual’s ability to function; and (4-11-06)
   e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)

05. **Principle IV - Professional Integrity.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to:

   a. Fraudulently altering or preparing materials for licensure or employment; (3-20-04)
b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)

d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-20-14)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (4-11-06)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (3-20-14)

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-20-14)

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-20-14)

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to:

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-14)

b. Failure to account for school funds collected from students, parents, or patrons; (3-20-14)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)

e. Use of school property for private financial gain; (3-20-14)

f. Use of school computers to deliberately view or print pornography; and, (3-20-04)

g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

07. Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to:

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-20-14)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)
d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars ($50) as defined in Section 18-1359(b), Idaho Code. (3-20-14)

08. Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to:

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

09. Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to:

a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency; (3-20-04)

b. Willfully refusing to perform the services required by a contract; and, (3-20-04)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to:

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (4-11-06)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-20-14)

a. Any conduct that seriously impairs the Certificate holder’s ability to teach or perform his professional duties; (3-20-04)

b. Committing any act of harassment toward a colleague; (4-11-06)

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)

d. Using institutional privileges for the promotion of political candidates or for political activities,
except for local, state or national education association elections; (4-11-06)

e. Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)

f. Taking or possessing inappropriate images (digital, photographic or video) of colleagues of a harassing, confidential, or sexual nature; (3-20-14)
SUBJECT
Proposed Rule IDAPA 08.02.02.120, .121 – Rules Governing Uniformity - Educator Evaluations

REFERENCE
August 15, 2013  Board approved revisions to IDAPA 08.02.02.120, and addition of .121 - Educator Evaluations
October 18, 2012  Board approved of ESEA Waiver

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Administrative Code, IDAPA 08.02.02.120, .121

BACKGROUND/DISCUSSION
In August 2014, the Board approved revisions in IDAPA 08.02.02.120 and a new section of rule, IDAPA 08.02.02.121, in order to meet the required elements of teacher and principal evaluation models in Principle 3 of the ESEA Waiver.

In an effort to clarify the intent of the rule as well as meet the needs of varying situations, the following revisions are proposed for Board approval:

- In IDAPA 08.02.02.120, include the option of one (1) classroom observation in situations where the teacher is unavailable for two (2) classroom observations.
- In IDAPA 08.02.02.121, clarify those responsible for measuring teacher performance.

IMPACT
If the State Board of Education does not approve the changes, Idaho school administrators will be required to include two (2) classroom observations regardless of the situation and specific administrator staff will not be identified as responsible for measuring teacher performance.

ATTACHMENTS
Attachment 1 – Proposed Rule changes to IDAPA 08.02.02.120, .121  Page 3

BOARD ACTION
I move to approve Proposed Rule amendments to IDAPA 08.02.02.120, .121 as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.02 - RULES GOVERNING UNIFORMITY

120. LOCAL DISTRICT EVALUATION POLICY -- TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. Those domains and components include:

   a. Domain 1 - Planning and Preparation:
      i. Demonstrating Knowledge of Content and Pedagogy;
      ii. Demonstrating Knowledge of Students;
      iii. Setting Instructional Outcomes;
      iv. Demonstrating Knowledge of Resources;
      v. Designing Coherent Instruction; and
      vi. Designing Student Assessments.

   b. Domain 2 - The Classroom Environment:
      i. Creating an Environment of Respect and Rapport;
      ii. Establishing a Culture for Learning;
      iii. Managing Classroom Procedures;
      iv. Managing Student Behavior; and
      v. Organizing Physical Space.
02. Professional Practice. For evaluations conducted on or after July 1, 2013, all certificated instructional employees must receive an evaluation in which at least sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition. The measures included within the Professional Practice portion of the evaluation shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations due to situation such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations:

   a. Parent/guardian input;

   b. Student input; and/or

   c. Portfolios.

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three
percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-20-14)

04. **Participants.** Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-20-14)

05. **Evaluation Policy - Content.** Local school district policies will include, at a minimum, the following information:

   a. **Purpose --** statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

   b. **Evaluation criteria --** statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

   c. **Evaluator --** identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement. (3-20-14)

   d. **Sources of data --** description of the sources of data used in conducting certificated personnel evaluations. For certificated instructional staff, a minimum of two (2) documented classroom observations shall be included as one (1) source of data. At least one (1) of those observations must be completed prior to January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations due to situation such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. Parent/guardian input, student input and/or portfolios shall be considered as sources of data to support professional practice. (3-20-14)

   e. **Procedure --** description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

   f. **Communication of results --** the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

   g. **Personnel actions --** the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual’s contract or to renew an individual’s contract at a reduced rate, school
districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-20-14)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district’s personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings. (3-20-14)

n. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 1, 2013, districts shall have established an individualized teacher evaluation rating system with a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including:

   i. Unsatisfactory being equal to “1”; (3-20-14)

   ii. Basic being equal to “2”; and (3-20-14)

   iii. Proficient being equal to “3”. (3-20-14)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan. (3-20-14)

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. (3-20-14)

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation
rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)

121. LOCAL DISTRICT EVALUATION POLICY - SCHOOL PRINCIPAL. For principal evaluations conducted on or after July 1, 2014, each school district board of trustees will develop and adopt policies for principal performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. Districts must, at a minimum, pilot such an evaluation during the 2013-2014 school year and report the results of that pilot to the State Department of Education no later than July 1, 2014, in a format determined by the Department. The process of developing criteria and procedures for principal evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. (3-20-14)

01. Standards. Each district principal evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state’s adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. Those responsible for measuring teacher performance include contracted district leadership such as, principals, assistant principals, special education directors and superintendents. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018. Principal evaluation standards shall additionally address the following domains and components:

   a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. (3-20-14)

      i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors. (3-20-14)

      ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. (3-20-14)

      iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (3-20-14)
b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program.

   i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

   ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

   iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.

   iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

   v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

   i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law.

   ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn.

   iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

   iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

   v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness.

   vi. Recruitment and Retention -Principal recruits and maintains a high quality staff.
02. Professional Practice. For evaluations conducted on or after July 1, 2014, all principals must receive an evaluation in which sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of all principal evaluations, district evaluation models shall also include at least one (1) of the following:

   a. Parent/guardian input;
   b. Teacher input;
   c. Student input; and/or
   d. Portfolios.

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho’s statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year’s data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees.

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information:

   a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional leadership, personnel decisions.
   b. Evaluation criteria -- statements of the general criteria upon which principals be evaluated.
   c. Evaluator -- identification of the individuals responsible for appraising or evaluating principal performance. The individuals assigned this responsibility shall have received training in evaluation.
   d. Sources of data -- description of the sources of data used in conducting principal evaluations. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one (1) source of data.
   e. Procedure -- description of the procedure used in the conduct of principal evaluations.
   f. Communication of results -- the method by which principals are informed of the results of evaluation.
g. Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (3-20-14)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluations. (3-20-14)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (3-20-14)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district’s principal evaluation system. (3-20-14)

k. Professional development and training -- a plan for ongoing training and professional learning based upon the district’s evaluation standards and process. (3-20-14)

l. Funding -- a plan for funding ongoing training and professional development for evaluators of principals. (3-20-14)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development for principals. (3-20-14)

n. Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 1, 2014, districts shall have established an individualized principal evaluation rating system with a minimum of three rankings used to differentiate performance of principals including:

i. Unsatisfactory being equal to “1”; (3-20-14)

ii. Basic being equal to “2”; and (3-20-14)

iii. Proficient being equal to “3”. (3-20-14)

o. A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. (3-20-14)

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all principals on a fair and consistent basis. All principals shall be evaluated at least once annually no later than May 1 of each year. (3-20-14)

06. Evaluation Policy - Personnel Records. Permanent records of each principal evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local
school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)
SUBJECT
Temporary and Proposed Rule - IDAPA 08.02.03.104 - Physical Education and Professional Technical Education

REFERENCE
November 1, 2013   Board approved Pending Rule amending high school graduation requirements

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-118, Idaho Code, Idaho Administrative Code, IDAPA 08.02.03.104

BACKGROUND/DISCUSSION
IDAPA 08.02.03, subsection 104. sets out other required instruction in elementary schools, middle schools/junior high schools, and high schools. The language pertaining to other instruction in high school was amended in 2006 making it effective for all students who graduated prior to January 1, 2012. These changes were part of the high school redesign efforts by the Board. At the same time subsection 105 was amended to increase the specific credit requirements for graduation and move the required parent-approved student learning plan development to “no later than the eighth grade”. This section also included a further subsection that outlined other required instructional offerings of high schools. When subsection 03. was no longer effective and removed from Administrative Rule, the further subsection was also removed, eliminating the requirement that high schools provide instructional offering in physical education, humanities, professional technical education, family and consumer science, fine and performing arts, and languages of than English. While IDAPA 08.02.03, subsection 105 list specific credit requirements for humanities, including world languages and performing arts, it does not include credit requirements for physical education or professional-technical education.

The proposed rule change will restore language regarding other required instructional offering of the high school to include Physical Education and Professional-Technical Education.

Additionally, at the recommendation of the High Expectations subcommittee, clarifying language is being added to ensure learning plans are reviewed annual throughout a student's high school career, as intended by the language contained regarding the learning plans in the middle schools/junior high schools section.

IMPACT
Approval of the proposed rule amendments would reinstate the requirement that high schools offer physical education and professional-technical education and clarify that the learning plans created in middle school/junior high must be reviewed annual throughout the student’s high school experience.
ATTACHMENTS
Attachment 1 – Temporary-Proposed changes to IDAPA 08.02.03.104 Page 3

BOARD ACTION
I move to approve the Temporary and Proposed Rule amendments to IDAPA 08.02.03.104 – Other Required Instruction, as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.03 - RULES GOVERNING THOROUGHNESS

104. OTHER REQUIRED INSTRUCTION.
Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools. (4-11-06)
   a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:
      Fine Arts (art and music)
      Health (wellness)
      Physical Education (fitness) (4-11-06)
   b. Additional instructional options as determined by the local school district. For example:
      Languages other than English
      Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. (4-11-06)
   a. No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district’s or LEA’s graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)
   b. A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (3-12-14)
   c. Other required instruction for all middle school students:
      Health (wellness)
      Physical Education (fitness) (4-11-06)
   d. Other required offerings of the school:
      Family and Consumer Science
      Fine & Performing Arts
      Professional Technical Education
      Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

03. High Schools
   a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required provide instructional offerings in:
      Physical Education (fitness)
      Professional-Technical Education
   b. High schools will annually review and update with the student the parent-approved student learning plans outlined in subsection 104.02.a.
SUBJECT
Temporary Rule - IDAPA 08.02.03.105 – Rules Governing Thoroughness

REFERENCE
November 1, 2013  Board approved Pending Rule amending high school graduation requirements
March 12, 2014  2014 Legislature approved

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-118, Idaho Code, Idaho Administrative Code, IDAPA 08.02.03.105

BACKGROUND/DISCUSSION
IDAPA 08.02.03.105.01.i: At the request of the Legislature, an addition to the substitution clause for one credit of physical education for graduation is clarified. Student participation in one (1) season in any sport recognized by Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education to include a clause ensuring the student show mastery of the content standards in a format provided by the district.

IDAPA 08.02.03.105.03.b.iii currently states: students may elect an exemption in grade eleven (11) from the college entrance exam requirement if: Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam. This should be corrected from spring to fall. The spring administration is for seniors and the College Board does not allow students to test outside of their grade level group.

IDAPA 08.02.03.105.05: the word “required” is removed because this section applies to any class the student is taking.

IDAPA 08.02.03.105.06 as Idaho continues to transition to higher standards, Idaho’s graduation requirement must be considered. Currently, the State Board of Education requires students to pass the 10th grade Idaho Standards Achievement Tests (ISAT) to graduate. The Board made accommodations for the Class of 2016 as students took the field test. For the class of 2017, the Department recommends students are required to take the test.

In 2010, the State Board of Education removed the requirement for students to pass the ISAT science test in 10th grade. At that time, the Department began work on replacing the science test with a more appropriate measure of science knowledge in the form of an end of course assessment. Tests in biology and chemistry were developed and field tested. Starting with the class of 2017 (sophomores in 2014-2015), students will be required to take either biology or chemistry.
IMPACT

IDAPA 08.02.03.105.i - The student would be responsible to provide evidence of mastery of the Idaho State Physical Education Standards to receive one (1) Physical Education credit. The district will provide the format appropriate to document the student’s mastery of the standards for Physical Education.

IDAPA 08.02.03.105.03.b.iii - If not approved, we will not be in compliance with the College Board.

IDAPA 08.02.03.105.05 – Clarification of the meaning.

IDAPA 08.02.03.105.06 – Continuation of the transition to higher standards as it relates to graduation requirements.

ATTACHMENTS

Attachment 1 – Temporary Rule changes to IDAPA 08.02.03.105 Page 3

BOARD ACTION

I move to approve the Temporary amendments to IDAPA 08.02.03.105, High School Graduation Requirements, as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.03 - RULES GOVERNING THOROUGHNESS

105. HIGH SCHOOL GRADUATION REQUIREMENTS.
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA’s may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA’s reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject’s content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas:
(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)
(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)
(3) Two (2) credits of mathematics of the student’s choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math
are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics.

(3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section.

(3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit.

(3-12-14)

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based.

(3-12-14)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement.

(3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards.

(3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.

(3-12-14)

i. Physical Education. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for physical education in a format provided by the school district.

(3-12-14)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures.

(3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.)

(3-12-14)

a. A student must take one (1) of the following college entrance or placement examinations before the end of the student’s eleventh grade year: SAT, ACT, or Compass. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement:

(3-12-14)

i. Transferred to an Idaho school district during grade eleven (11);

(3-12-14)

ii. Was homeschooled during grade eleven (11); or

(3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented
medical reasons.  

b. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is:

   i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests;

   ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or

   iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring fall statewide administration of the college entrance exam.

   (3-12-14)

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement.

   (3-12-14)

04. Senior Project. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA.

   (3-12-14)

05. Middle School. A student will have met the high school content and credit area requirement for any required high school course if:

   a. The student completes such course with a grade of C or higher before entering grade nine (9);

   b. The course meets the same content standards that are required in high school; and

   c. The course is taught by a properly certificated teacher who meets the federal definition of highly qualified for the course being taught.

   (3-12-14)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii.

   (3-12-14)

06. Proficiency. Each student must achieve a proficient or advanced score on the grade ten (10) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Students who receive a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirement. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student’s junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans.

   (3-12-14)

   a. Before entering an alternate measure, the student must be:

   (4-2-08)
i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The alternate plan must:

i. Contain multiple measures of student achievement; (4-7-11)

ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)

iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)

iv. Be valid and reliable; and (4-7-11)

v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)

c. A student is not required to achieve a proficient or advanced score on the ISAT if:

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state’s exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)

ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)

iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

d. Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year. (3-12-14)

e. Students who graduate in 2017 are required to complete the ISAT in grade eleven (11) in mathematics and English language usage. (____)

f. Students who graduate beginning in 2017 are required to complete an end of course assessment provided by the state in either biology or chemistry. The end of course assessment must be given at the end of the student’s instruction in either biology or chemistry.

07. **Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student’s Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. **Foreign Exchange Students.** A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)
SUBJECT
Proposed Rule - IDAPA 08.02.03.105 – Rules Governing Thoroughness

REFERENCE
November 1, 2013  Board approved Pending Rule amending high school graduation requirements
March 12, 2014  2014 Legislature approved

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-118, Idaho Code, Idaho Administrative Code, IDAPA 08.02.03.105

BACKGROUND/DISCUSSION
IDAPA 08.02.03.105.i - At the request of the Legislature, the substitution clause for one credit of physical education for graduation is clarified. Student participation in one (1) season in any sport recognized by Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education to include a clause ensuring the student show mastery of the content standards in a format provided by the district.

IDAPA 08.02.03.105.03.b.iii - The rule currently states: students may elect an exemption in grade eleven (11) from the college entrance exam requirement if: Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam. This should be corrected from spring to fall. The spring administration is for seniors and the College Board does not allow students to test outside of their grade level group.

IDAPA 08.02.03.105.05 - This rule currently contains the word required. It is being removed because it is too vague and this is meant for any class the student is enrolled that meets teacher certification requirements and content standards.

IDAPA 08.02.03.105.06.e-.k - This rule makes changes to high school graduation requirements in regards to testing. This docket adds Idaho Standards Achievement Tests (ISAT) requirements to the previous docket for the class of 2018 and beyond, as well as a graduation requirement for biology and chemistry in the form of End of Course Assessments.

Idaho high school students have been required to pass the ISAT since the class of 2006. The previous requirement was for students to pass the 10th grade ISAT at a proficient level prior to receiving a diploma. The Board passed the requirement in 2003 with Legislative approval in 2004. The graduation requirement was phased in over three years. As Idaho continues to transition to higher standards, Idaho’s graduation requirement must be retooled. The new ISAT will be a true college and career ready test and given for graduation in the
student’s junior year. Previously, the Board made accommodations for the Class of 2016 as students took the field test. For the class of 2017, the Department recommends students are required to take the test in 11th grade and phase in the graduation requirement similar to the phase in when the graduation requirement was initiated in 2006. The class of 2018 will be required to pass the ISAT in math and English language usage at a 9th grade level. The class of 2019 will be required to pass the math and English language usage ISAT at a 10th grade level and then the class of 2020 must pass at the college and career level. The rule also allows for students who are advanced to create a mastery element in the requirement. Therefore, students who can pass the ISAT in 9th or 10th grade at an 11th grade college and career ready level will be except from taking the ISAT in the future and their graduation requirement is met.

In 2010, the State Board of Education removed the requirement for students to pass the ISAT science test in 10th grade. At that time, the Department began work on replacing the science test with a more appropriate measure of science knowledge in the form of an End of Course assessment. Tests in biology and chemistry were developed and field tested. For the class of 2017 (sophomores in 2014-2015) and class of 2018, students will be required to take either biology or chemistry. Beginning in the class of 2019, students will be required to pass the EOC in biology or chemistry.

IMPACT

IDAPA 08.02.03.105.i - The student would be responsible to provide evidence of mastery of the Idaho State Physical Education Standards to receive one (1) Physical Education credit. The district will provide the format appropriate to document the student’s mastery of the standards for Physical Education.
IDAPA 08.02.03.105.03.b.iii - If not approved, we will not be in compliance with College Board regulations.
IDAPA 08.02.03.105.05 – Clarification of the meaning.
IDAPA 08.02.03.105.06.e-.k - The class of 2018 and beyond, students must take and pass the ISAT at defined levels for graduation. Students in the class of 2018 are also required to take an end of course assessment (EOC) in biology or chemistry. The class of 2019 will be required to pass the EOC.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.02.03.105
Attachment 2 – Idaho Exit Exam Flow Chart 1
Attachment 3 – Idaho Exit Exam Flow Chart 2

BOARD ACTION

I move to approve Proposed Rule amendments to IDAPA 08.02.03.105, High School Graduation Requirements, as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.03 - RULES GOVERNING THOROUGHNESS

105. HIGH SCHOOL GRADUATION REQUIREMENTS.
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA’s may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA’s reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject’s content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student’s choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math
are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-12-14)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. (3-12-14)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance or placement examinations before the end of the student’s eleventh grade year: SAT, ACT, or Compass. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-12-14)

i. Transferred to an Idaho school district during grade eleven (11); (3-12-14)

ii. Was homeschooled during grade eleven (11); or (3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented
medical reasons. (3-12-14)

b. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is:

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; (3-12-14)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring fall statewide administration of the college entrance exam. (3-12-14)(_____)

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

04. Senior Project. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-12-14)

05. Middle School. A student will have met the high school content and credit area requirement for any required high school course if:

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school; and (3-12-14)

c. The course is taught by a properly certificated teacher who meets the federal definition of highly qualified for the course being taught. (3-12-14)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. (3-12-14)

06. Proficiency. Each student must achieve a proficient or advanced score on the grade ten (10) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Students who receive a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirement. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student’s junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (3-12-14)

a. Before entering an alternate measure, the student must be: (4-2-08)
i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The alternate plan must: (4-7-11)

i. Contain multiple measures of student achievement; (4-7-11)

ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)

iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)

iv. Be valid and reliable; and (4-7-11)

v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)

c. A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state’s exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)

ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)

iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

d. Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year. (3-12-14)

e. Students who graduate in 2017 are required to complete the ISAT in grade eleven (11) in mathematics and English language usage. (____)

f. Students who graduate in 2018 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a grade nine (9) proficiency level. (____)

g. Students who graduate in 2019 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a grade ten (10) proficiency level. (____)

h. Students who graduate in 2020 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a college and career level proficiency of grade eleven (11). (____)

i. Beginning with the class of 2018, any student who passes the ISAT in mathematics and English language usage at a grade eleven (11) proficiency level while in grade nine (9) or grade ten (10) shall not be required to take the ISAT again. (____)
Students who graduate beginning in 2017 are required to complete an End of Course Assessment (EOC) provided by the state in either biology or chemistry after completion of the course.

Beginning with the class of 2019, students are required to pass an End of Course Assessment in biology or chemistry.

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student’s Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements.

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA.
<table>
<thead>
<tr>
<th>Class of 2020</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
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<tbody>
<tr>
<td>Class of 2019</td>
<td>6th Grade ISAT</td>
<td>7th Grade ISAT</td>
<td>8th Grade ISAT</td>
<td>Pass 11th Grade Standards?</td>
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<td>Pass 11th Grade Standards?</td>
<td>no</td>
<td>Pass 10th Grade Standards?</td>
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<td>Class of 2018</td>
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<td>8th grade</td>
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<td>Pass 9th Grade Standards?</td>
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<tr>
<td>Class of 2017</td>
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<td>9th grade</td>
<td>10th grade</td>
<td>11th grade</td>
<td>12th grade</td>
<td>Pass 11th Grade Standards?</td>
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<td>Met Exit Exam Requirement</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>9th grade</td>
<td>10th grade</td>
<td>11th grade</td>
<td>12th grade</td>
<td>Pass 10th Grade ISAT?</td>
<td>yes</td>
<td>Met Exit Exam Requirements</td>
<td>Alternate Exit Requirements</td>
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# Idaho Exit Exam EOC Transition Flow Chart

**STATE DEPARTMENT OF EDUCATION**  
AUGUST 14, 2014

<table>
<thead>
<tr>
<th>Spring SY1213</th>
<th>Fall SY1314</th>
<th>Spring SY1314</th>
<th>Fall SY1415</th>
<th>Spring SY1415</th>
<th>Fall SY1516</th>
<th>Spring SY1516</th>
<th>Fall SY1617</th>
<th>Spring SY1617</th>
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<tbody>
<tr>
<td>Note</td>
<td></td>
<td></td>
<td>Science EOC starts</td>
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<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

### Class of 2015

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<th>11th grade</th>
<th>12th grade</th>
<th>12th grade</th>
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</table>

**Note:** Current Contract with DRC ends and EOC Field Test starts.

### Required to take Science EOC if applicable. Not a graduation requirement.

### Class of 2016

<table>
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<th>9th grade</th>
<th>10th grade</th>
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<th>11th grade</th>
<th>11th grade</th>
<th>12th grade</th>
<th>12th grade</th>
</tr>
</thead>
</table>

**Note:** Required to take Science EOC if applicable. Not a graduation requirement.

### Class of 2017

<table>
<thead>
<tr>
<th>8th grade</th>
<th>9th grade</th>
<th>9th grade</th>
<th>10th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
</table>

**Note:** Required to (re)take and pass Science EOC if applicable.

---

**Pass Science EOC?**

- **Yes:** Met Exit Exam Requirement
- **No:** Required to (re)take and pass Science EOC if applicable

Alternate Exit Requirements or Retake EOC until age 21
College & Career Ready Graduation Requirements

Class of 2017: Takes ISAT in 11th grade, no passing requirement

Class of 2018: Takes ISAT in 11th grade, must pass with 9th grade level

Class of 2019: Takes ISAT in 11th grade, must pass with 10th grade level

Class of 2020: Takes ISAT in 11th grade, must pass with 11th grade level

*Any student who passes the ISAT in high school at the 11th grade college & career ready level will be exempt from future tests.
SUBJECT
Temporary and Proposed Rule - IDAPA 08.02.03.111 - Rules Governing Thoroughness.

REFERENCE
May 8, 2009 Board approved Rule for accommodations or adaptions for Limited English Proficient (LEP) students
June 16, 2014 Board approved Proposed Rule amendment for clarification and accuracy of the terms identified by the Smarter Balanced Assessment Consortium. Those terms are designated supports and/or accommodations for LEP students.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Administrative code, IDAPA 08.02.03.111

BACKGROUND/DISCUSSION
IDAPA rule 08.02.03.111.04.c – Assessment in the Public Schools. The use of accommodations/adaptions for LEP students must accurately reflect the Designated Supports and Accommodations as referenced in the Smarter Balanced Assessment Consortium (SBAC) guidelines. Changes are made to require that if a need for designated supports and/or accommodation is indicated in the LEP student’s Educational Learning Plan (ELP), they will be provided at for the assessment. In addition, science end of course assessments have been added to the list of required assessments.

IMPACT
If approved, students will continue to have an Educational Learning Plan with designated supports and accommodations for use in daily classroom and for the annual ISAT assessment that align with the Smarter Balanced Assessment Consortium guidelines. There will be no noticeable change for students by removing the previous language. In addition, high school students will take an End of Course assessment in biology or chemistry in lieu of the science Idaho Standards Achievement Tests. This will not increase state testing, but will rather replace the previous science test to a more appropriate measure of student understanding.

ATTACHMENTS
Attachment 1 - Proposed changes to IDAPA 08.02.03.111.04.c Page 3

BOARD ACTION
I move to approve the Temporary and Proposed Rule change to IDAPA 08.02.03.111 – Assessment in the Public Schools, as submitted.

Moved by __________ Seconded by __________ Carried Yes ______ No______
111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (4-2-08)

02. Purposes. The purpose of assessment in the public schools is to: (3-15-02)

a. Measure and improve student achievement; (3-15-02)

b. Assist classroom teachers in designing lessons; (3-15-02)

c. Identify areas needing intervention and remediation, and acceleration; (3-15-02)

d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)

e. Inform parents and guardians of their child’s progress; (3-15-02)

f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)

g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)

h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-29-12)

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (4-2-08)

a. All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)

b. Each student’s individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (4-6-05)
c. Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., who receive a score below the fluent level on the Idaho English Language Assessment and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. may receive designated supports and/or accommodations for the ISAT assessment, if need has been indicated by the LEP student’s Educational Learning Plan (ELP) team. The team shall outline the designated supports and/or accommodations in an ELP prior to the assessment administration. Designated supports and/or accommodations shall be familiar to the student and used throughout the school year during instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take the IELA in lieu of the ISAT, but will still be required to take the ISAT (Mathematics and Science). ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.04. However, such LEP students are not required to be counted for AYP accountability purposes in determining proficiency, as described in Subsection 112.03. (5-8-09)

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (4-7-11)

a. Effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (4-7-11)

b. Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (4-7-11)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (4-2-08)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

e. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

f. Grade 5 - Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

g. Grade 6 - Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)
h. Grade 7 - Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

i. Grade 8 - National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

j. Grade 9 - Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

k. Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

l. Grade 11 - High School Idaho Standards Achievement Tests (as applicable), Idaho English Language Assessment, college entrance exam. (3-29-12) (___)

m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (4-2-08)

n. Students who complete biology or chemistry are required to take an End of Course Assessment provided by the state and administered by the district. (___)

n.o. Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in their tenth grade year or later are not required to continue taking that portion or portions. (5-8-09) (___)

07. Comprehensive Assessment Program Schedule. (5-3-03)

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)

b. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

c. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

d. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)

e. The Idaho English Language Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; and (3-29-12)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-29-12)

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)
10. **Services.** The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

11. **Test Security, Validity and Reliability.** Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (4-2-08)

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test vendor to be counted no later than two (2) weeks after the end of the testing window. (3-20-04)

b. The ISAT will be refreshed each year to provide additional security beginning with grades four (4) eight (8) and ten (10) in 2007. Items will be refreshed for grades three (3) and seven (7) in 2008; grades five (5) and six (6) in 2009; and grades two (2) and nine (9) in 2010. (3-20-04)

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (4-2-08)

12. **Demographic Information.** Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (4-2-08)

13. **Dual Enrollment.** For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

a. The Idaho Standards Achievement Tests (grades 3-9 and High School). (3-29-12)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (4-6-05)

i. Language Arts/Communications. (3-15-02)

ii. Math. (3-15-02)

iii. Science. (3-15-02)

iv. Social Studies. (3-15-02)

v. Health. (3-15-02)

vi. Humanities. (3-15-02)
SUBJECT
Temporary and Proposed Rule - IDAPA 08.02.03.112 – Rules Governing Thoroughness

REFERENCE
April 6th, 2005          Board approved Rule for definition of Limited English Proficient (LEP)
June 16th, 2014         Board approved Proposed Rule amendment for clarification and accuracy in definition for Limited English Proficient (LEP)

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Administrative code, IDAPA 08.02.03.112

BACKGROUND/DISCUSSION
The proposed revisions to IDAPA08.02.03.112.04.d.iv – Accountability, is to clarify that a limited English proficient (LEP) student is a student who does not score “proficient” on the approved test and meets one of the other listed criteria.

IMPACT
If approved, districts will have a uniform definition for LEP students. The impact for students is great, as the current language is arbitrary and could limit the number of students who are identified as LEP.

ATTACHMENTS
Attachment 1 - Proposed Rule changes to 08.02.03.112.04.d.iv

BOARD ACTION
I move to approve the Temporary and Proposed rule amendment to IDAPA 08.02.03.112. – Accountability, as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No______
112. ACCOUNTABILITY.
The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the state of Idaho accountability requirements. (3-20-04)

01. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection 004.05. (4-2-08)

02. IELA Language Proficiency Levels. There are five (5) levels of language proficiency for students testing on the Idaho English Language Assessment: beginning, advanced beginning, intermediate, early fluent, and fluent. Definitions for these levels of language proficiency are adopted by reference in Subsections 004.02 and 004.04. (4-2-08)

03. Adequate Yearly Progress (AYP).

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)

b. The State Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school. (4-7-11)

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period.

04. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)

a. Full Academic Year (continuous enrollment).

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved AYP in proficiency. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. (4-7-11)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (4-2-08)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved AYP. (4-2-08)

b. Participation Rate. (3-20-04)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of
students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT.

(3-20-04)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (4-6-05)

(2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (4-7-11)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)

c. Schools.

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (4-6-05)

iii. A high school is any school that contains grade twelve (12). (3-20-04)

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)

v. A “new school” for purposes of accountability is a wholly new entity receiving AYP determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (4-7-11)

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups:

(3-20-04)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)

iv. Limited English Proficient - individuals who do not score proficient on the state-approved language proficiency test and meet one of the following criteria: (4-6-05)

(1) Individuals whose native language is a language other than English; or (4-6-05)

(2) Individuals who come from environments where a language other than English is dominant; or (4-6-05)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language.
to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.  

(4-6-05)

e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subpopulations listed in Subsection 112.04.d. in the event the “safe harbor” is invoked by the school/district.  

(4-7-11)

f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in Subsection 112.04.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target.

05. Annual Measurable Achievement Objectives (AMAOs). Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by the IELA and determined based on three (3) AMAOs:  

(4-2-08)

a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency;  

(4-2-08)

b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year; and  

(4-2-08)

c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT.  

(4-2-08)
SUBJECT
Temporary and Proposed Rule IDAPA 08.02.03.115 – New student data elements for inclusion in the state student data system

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-133, Idaho Code

BACKGROUND/DISCUSSION
During the 2014 Legislative Session, Senate Bill 1372 was passed that included an emergency clause, becoming Section 33-133, Idaho Code. The law provides the following criteria for student data elements proposed for inclusion in the student data system: (1) any new student data collection proposed by the Idaho State Board of Education becomes a provisional requirement to allow districts and their local data system vendors the opportunity to meet the new requirement; and (2) the Idaho State Board of Education must submit any new provisional student data collection to the governor and the legislature for their approval within one (1) year in order to make the new student data a permanent requirement through the administrative rule process.

The data elements necessary for inclusion in the 2014-2015 school year are all additions to the monthly Idaho System for Educational Exchange (ISEE) data upload. One is an addition to the “Student Demographics” file and the other four are additions to the “Student Course Enrollment File.” Four of the five proposed data elements support the changes made within the Advanced Opportunities (previously titled Dual Credit for Early Completers) program outlined in Section 33-1626, Idaho Code, which is designed for students who have completed the state high school graduation requirements, with the exception of the senior project and math in the final year of high school, by no later than the beginning of the their final semester or trimester.

Advanced Opportunities
Specific data elements include:
1. New field in the Student Demographics file to indicate if the student is private or home schooled. This new field is a yes/no flag indicating if the student is private or home schooled for the majority of their education and also currently enrolled taking one or more courses at a school district.
2. New field in the Student Course Enrollment file to indicate the name of the provider school.
3. New field in the Student Course Enrollment file to indicate the name of the instructor.
4. New field in the Student Course Enrollment file to indicate if the course provides an examination that provides college credit bearing qualifications at the end of the course.
5. New field in the Student Course Enrollment file to indicate what type of college credit bearing examination is taken for the course.
Private or Home Schooled Flag:
The purpose for the addition is to separate the current “PH” (indicating the student was a private or home schooled student) grade level option set so that students can be identified as whether they are a private/homeschooled student as well as the proper grade level for testing. This additional item is requested by the Public School Finance Team for correct allocation of funds.

Provider School Name:
The purpose for the addition is to indicate the name of the institution that is providing instruction of a non-regular course, i.e. virtual or distance education. The field is necessary to collect the public or private out-of-state or private in-state institutions where students may be taking courses under the dual credit and/or $200/$400 reimbursement programs. Institutions issuing credit must be accredited by a recognized higher education accrediting body. This addition item has been required by the Advanced Opportunities team for use in accurate calculation of payments for the programs.

Provider Instructor Name:
The purpose for the addition is to indicate the name of the actual instructor within an institution that is providing instruction of a non-regular course, i.e. virtual or distance education. The field is necessary to collect the public or private out-of-state or private in-state institutions where students may be taking courses under the dual credit and/or $200/$400 reimbursement programs. Not only must institutions issuing the credit must be an accredited institution, but also the actual instructor must be highly qualified to instruct the class and have the necessary articulation agreements in place to issue college credits. This additional item is required by the Advanced Opportunities team for use in accurate calculation of payments for the programs.

Examination to be taken flag:
The purpose for the addition is to add a flag (yes/no) to indicate if a course has a specific examination that requires payment to sit for the examination. The field is necessary to identify and calculate the examination reimbursement payments for dual credit and/or the $200/$400 reimbursement programs. This additional item is required by the Advanced Opportunities team for use in the accurate calculation of payments for the program.

Examination Type:
The purpose for the addition is to add a field that will collect the type of college credit bearing examination that a student is taking. An option set has been established for districts to choose which type of examination is associated with a specific Advanced Opportunity course. The field is necessary to identify the type of examination and the payment necessary for the students taking the examination. This additional item is required by the Advanced Opportunities team for use in the accurate calculation of payment for the program.
IMPACT

The new data elements will provide the information necessary to accurately identify students, staff and educational institutions participating in various programs offered by the Idaho State Department of Education. It will also provide the information necessary to calculate the accurate payments to be sent to the school districts to reimburse students and/or parents for the associated costs with the programs.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.03.115 Page 5
Attachment 2 – New Items Excel Spreadsheet Page 7

BOARD ACTION

I move to approve the Temporary and Proposed rule amendments to IDAPA 08.02.03, as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
115. **DATA COLLECTION.**

The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment data collection will contain all data as listed on the State Department of Education’s website under “required data elements” information about the enrollment of the student attributes such as unique student identifier, active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done monthly for any period of time in which students are receiving educational instruction or services provided by a state public school and/or charter in mid-October, early February, and May (end of the testing window). Each participating school is required to verify and assure the accuracy and completeness of the data submitted in the files.

(5-8-09)(____)

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01. **NEW DATA ELEMENTS IN STATE STUDENT DATA SYSTEM**

To meet the requirements of Idaho Code 33-133.3 the following data elements will be added to the monthly ISEE data upload beginning in the 2014-2015 school year.

a. **Private or Home Schooled Flag in the Student Demographics File.** To indicate if the student is Private or Home Schooled as well as proper grade level for testing for use in correct allocation of funds. (____)

b. **Provider School Name Field in the Student Course Enrollment File.** To indicate the name of the institution providing instruction of a non-regular course, i.e. virtual or distance education. For use in accurate calculation of payment for Advanced Opportunity Program payments. (____)

c. **Instructor Name Field in the Student Course Enrollment File.** To indicate the name of the actual instructor within an institution that is providing instruction of a non-regular course, i.e. virtual or distance education. For use in accurate calculation for Advanced Opportunity Program payments. (____)

d. **Examination to be Taken Flag in the Student Course Enrollment File.** To indicate if a course has a specific examination that requires payment to sit for the examination. To identify and accurately calculate the examination reimbursement payments for the Advanced Opportunities Program. (____)

e. **Examination Type Field in the Student Course Enrollment File.** To collect the type of college credit bearing examination that a student is associated with a specific Advanced Opportunity course to identify the type of examination and the payment necessary as part of the Advanced Opportunity Program to accurately calculate payment for the program. (____)
<table>
<thead>
<tr>
<th>ISEE File Location</th>
<th>Description</th>
<th>Field Name</th>
<th>Definition</th>
<th>Type</th>
<th>Option Set</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISEE Student Demographics</td>
<td>Is Private or Home Schooled</td>
<td>phSchool</td>
<td>A flag indicating if student is private/homeschooled while currently enrolled in courses at the local School District.</td>
<td>Option Set</td>
<td>Yes/No</td>
<td>Required</td>
</tr>
</tbody>
</table>

Purpose for addition: To separate the PH grade level option set so that students could be identified as whether they were a private/homeschooled student as well as the proper grade level for proper testing grade level assessments. Previously, they could only select one or the other.

This item was requested by Wendy Lee, SDE Public School Finance.

<table>
<thead>
<tr>
<th>ISEE Student Course Enrollment</th>
<th>Provider School Name</th>
<th>providerSchoolNa me</th>
<th>The name of the institution providing instruction of a non-regular course, i.e. virtual or distance learning. Use this for ProviderSchool code 9999 or 0999 option sets.</th>
<th>varchar</th>
<th>Conditional</th>
</tr>
</thead>
</table>

Purpose for addition: To collect the Public/Private out of state and/or Private in-state, institution provider names, used in dual credit $200/$400 reimbursement calculations.

This item was requested by Matt McCarter and Jennifer Caprile.

<table>
<thead>
<tr>
<th>ISEE Student Course Enrollment</th>
<th>Provider Instructor Name</th>
<th>providerInstructorName</th>
<th>The Name of the teacher of the course. This is the employee of the provider school. Only applies to non-regular course, for example virtual or distance learning courses.</th>
<th>varchar</th>
<th>Conditional</th>
</tr>
</thead>
</table>

Purpose for addition: To collect the Public/Private out of state and/or Private in-state, provider instructor names, used in dual credit $200/$400 reimbursement calculations.

This item was requested by Matt McCarter and Jennifer Caprile.

<table>
<thead>
<tr>
<th>ISEE Student Course Enrollment</th>
<th>Exam Course</th>
<th>examCourse</th>
<th>Is this course following a curriculum with students expected to be prepared to take a college credit bearing exam at the end of the course?</th>
<th>Option Set</th>
<th>Yes/No</th>
<th>Required</th>
</tr>
</thead>
</table>

Purpose for addition: Needed for identifying and calculating exam reimbursement payments for the dual credit, $200/$400 program.

This item was requested by Matt McCarter and Jennifer Caprile.

<table>
<thead>
<tr>
<th>ISEE Student Course Enrollment</th>
<th>Exam Type</th>
<th>examType</th>
<th>The type of college credit bearing exam to be or has been taken. Option Set to indicate exam reimbursement payments for the dual credit $200/$400 program.</th>
<th>Option Set</th>
<th>Course Exam Type</th>
<th>Conditional</th>
</tr>
</thead>
</table>

Purpose for addition: Needed for identifying different exam types and calculating exam reimbursement payments for the dual credit, $200/$400 program.

This item was requested by Matt McCarter and Jennifer Caprile.

<table>
<thead>
<tr>
<th>ISEE Student Course Enrollment</th>
<th>Certification or Licensure Type</th>
<th>examCertType</th>
<th>The type of certification or licensure to be issued upon successfully passing exam.</th>
<th>Option Set</th>
<th>Course Exam Cert License Type</th>
<th>Conditional</th>
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Purpose for addition: Needed for identifying the exam certification or licensure type. Used for calculating exam reimbursement payments for the dual credit, $200/$400 program.

This item was requested by Matt McCarter and Jennifer Caprile.

<table>
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<tr>
<th>ISEE Student Course Enrollment</th>
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<th>What is the current status/results of the exam?</th>
<th>Option Set</th>
<th>Course Exam Results Status</th>
<th>Conditional</th>
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</table>

Purpose for addition: Needed for identifying the passing results of the exam. Used for additional calculation and monitoring exam reimbursement payments for the dual credit, $200/$400 program.

This item was requested by Matt McCarter and Jennifer Caprile.

<table>
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<tr>
<th>ISEE Student Course Enrollment</th>
<th>Exam Cost</th>
<th>examCost</th>
<th>The cost of the exam: The cost incurred by the Student/School for the exam.</th>
<th>integer</th>
<th>Conditional</th>
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Purpose for addition: Needed for identifying, calculation and monitoring of exam reimbursement payments for the dual credit, $200/$400 program.

This item was requested by Matt McCarter and Jennifer Caprile.
SUBJECT
Proposed Amendments to Idaho’s ESEA Flexibility Amendment

REFERENCE
February 16, 2012  State Board Approval of First Draft of ESEA Waiver
October 17, 2012  The U.S. Department of Education approves Idaho’s ESEA Waiver
February 18, 2014  The U.S. Department of Education approved a one-year waiver for 2013-2014 to allow all schools to field test.
June 19, 2014  State Board Approves Idaho’s revisions to the ESEA Waiver as it relates to educator evaluations and school improvement plans.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Administrative Code, IDAPA 08.02.03.112 - Accountability

BACKGROUND/DISCUSSION
On February 18th, 2014 the US Department of Education approved a one-year waiver for 2013-2014 to allow schools to field test all students, except those eligible for alternate assessments based on alternate achievement standards, on assessments developed by the Smarter Balanced Assessment Consortium in lieu of Idaho Standards Achievement Tests which were no longer in aligned to current standards. Because the field test was intended for cut-score setting, no scores and proficiency levels were provided for 2013-2014.

Star Rating System and School Improvement Status
The Elementary Secondary Act (ESEA) Flexibility Waiver was initially approved by the US Department of Education in 2012. The waiver allowed Idaho to create a new accountability system, a Five-Star Rating system, to measure school performance based on multiple measures including growth to standards.

The possible impact of missing 2013-2014 scores on the system has been discussed with the Star Rating Committee, comprised of 17 stakeholders including principals, superintendents, and testing coordinators. The committee has met multiple times over the past year and has reviewed the proposal the Board is now considering.

Because of the missing scores, annual student growth percentiles (SGP) cannot be calculated, although technically biennial growth (using two years of data) can be calculated. However, evaluating annual school performance using biennial growth was determined to be neither preferable, nor acceptable because of multiple factors. Additionally, removing the growth to standards measure from
the system, due to the missing annual student growth could result in loss of system credibility. As a result, the Star Rating Committee and the Department recommended that no star rating to be calculated in 2014-2015. This will allow star ratings to reset in 2015-2016 when both adequate yearly growth and student growth can be calculated.

Even with the suspension of Star Rating determinations, Idaho will maintain a single accountability system for all schools, see Attachment 1. Priority, Focus, and High Achieving Reward schools will continue to be identified in 2014-2015. All schools are still held accountable of meeting Annual Measurable Objectives (AMOs), Annual Achievement Gaps (AAGs), 95 percent participation rates, and new cohort graduation rate target. Based on the school improvement status, schools are required to write and implement different levels of plans.

There will be public reporting of all other elements in the star rating including proficiency, graduation rates, advanced opportunities, and SAT scores.

If approved, the plan will be sent to the US Department of Education as a waiver to Idaho’s approved ESEA Flexibility Waiver. In addition, the Department continues to meet with the Star Rating Committee and will bring changes to calculations to the 2015-2016 Star Rating system to the State Board of Education in October.

**IMPACT**

If not approved by the State Board of Education, Star Ratings will be invalid as adequate growth will not be able to calculated, which could result in loss of system credibility.

If approved, cut scores will be gradually introduced for graduation requirement purposes.

**ATTACHMENTS**

Attachment 1 – School Improvement Status Flowchart Page 3
Attachment 1 – Waiver Request Letter Page 13
Attachment 1 – Star Rating Committee List Page 15

**BOARD ACTION**

I move to approve Idaho’s addendum for the ESEA Flexibility Waiver as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
Accountability SY 2014-2015

Divisions of Assessment, Accountability and School Improvement

Proposed Star Rating and Growth Recommendations

- No Star Rating Calculation for SY1516
  - Allows for resetting the star rating to align to the new standards and new assessments
- No Star Rating Carryover from SY1213
  - This rating reflects old standards and the old tests
- Calculate Biennial SGP (Student Growth Percentile)
- Create Student Growth Report
- Equate Smarter Balanced Scores to ISAT
Growth

Growth Review - SGP

• With 2015 Smarter Balanced scores,
  – Biennial Student Growth Percentile (SGP) can be calculated
    • Peers are formed based on previous years’ ISAT math and reading test scores
      – Correlation of 0.93 between ISAT reading and ISAT Language Usage
    • Some states have always calculated biennial growth between 8th and 10th grade
Growth Review - AGP

- With 2015 Smarter Balanced scores,
  - Adequate Growth Percentile (AGP) cannot be calculated
  - In order to make growth predictions, we first need to understand the probability distribution and growth toward proficiency

Calculating Biennial SGP

- Pros:
  - Positive Growth (1st through 99th Percentile)
  - Progress Indicator of Idaho Core Implementation
  - Independent from Score and Proficiency Level

- Cons:
  - Challenging Interpretation
  - Possible Misuse of Data due to Missing Year and Changing Assessments
    - i.e. Use for Teacher Evaluation, Accountability Ratings
  - Possible Technical Difficulties
    - i.e. Measurement Bias, Floor Effect, Subject Changes
School Improvement Status, Priority/Focus/Reward Schools
School Improvement Status Requirements

- Reward: Top 5% of Title I Schools
- Priority: Bottom 5% of Title I Schools
- Focus: Bottom 10% of Title I Schools

- Bottom 40% of all schools will submit a Continuous, Rapid, or Turnaround plan
- Top 60% of all schools that miss the AMO Target(s) will write an AMO Continuous plan

Proposed School Improvement Status Identification Process

1. Rank All Schools based on Some Criteria*
2. SIG School? (yes = no)
3. Top 60%? (yes = no)
4. Met All AMOs? (yes = no)
5. Title I School? (yes = no)
6. Bottom 15%? (yes = no)
7. Bottom 5%? (yes = no)
8. Reward School? (yes = no)
9. No Plan Required

*Reward School is also eligible for Blue Ribbon Award
*Eligible for Distinguished School Award
Other Accountability Discussions

Review of Other Previous Recommendations

- Publish Post Secondary Data on Report Card
  - Graduation Rates, SAT/ACT; Dual Credit/AP, etc.
- Calculate AMO/AAG Targets based on SY1415 ISAT (Smarter Balanced)
  - Annual Measurable Objectives
  - Annual Achievement Gaps
Proposed SY1415 Testing Grade Recommendations

- Grades 3-10 in Math and English language arts
  - This would include a combined score of the computer adaptive test and the performance tasks
- Grade 3-8 and 11 for ISAT-Alt
- Grade 5, 7, for ISAT and ISAT-Alt Science
- EOCs in biology/chemistry

Optional Grade 11 Testing SY1415

- Grade 11 Smarter Balanced
  - Optional for SY14/15
  - College and Career Readiness Measure
  - College Remediation (or not)
  - Peer comparisons across states, not just within Idaho
  - Opportunity for schools to evaluate implementation of standards and preparation of students
College & Career Ready Graduation Requirements

Class of 2017 ➔ Takes ISAT in 11th grade, no passing requirement

Class of 2018 ➔ Takes ISAT in 11th grade, must pass with 9th grade level

Class of 2019 ➔ Takes ISAT in 11th grade, must pass with 10th grade level

Class of 2020 ➔ Takes ISAT in 11th grade, must pass with 11th grade level

*Any student who passes the ISAT in high school at the 11th grade college & career ready level will be exempt from future tests.

Next Steps
Next Steps - 2014

- Present at Superintendents’ Meeting (August 7th)
- August 13, 14 State Board Meeting
- Waiver Addendum (due in early Fall 2014)
- Graduation Rate Goals/Targets Setting (August 2014)
- Achievement Level Setting (October 2014)

Next Steps - 2015

- AMOs/AAGs Targets and Goal Setting (June 2015)
- Equating Smarter Balanced Scores (July 2015)
- Appeals for Accountability (July 2015)
- Release ISAT Scores and ISRs with Growth Reports and Equating Tables (August 2015)
- Update of Report Card Website to Reflect Accountability Changes (August 2015)
Questions?

Angela Hemingway
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Greg Alexander
Director, Statewide System of Support
galexander@sde.idaho.gov

Ayaka Nukui
Research Analyst, Assessment and Accountability
anukui@sde.idaho.gov
July 30, 2014

Deborah Delisle
Assistant Secretary
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle,

I am writing on behalf of the Idaho State Board of Education (Idaho SBOE) to request to waive certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Specifically, the Idaho SBOE is asking that instead of assigning a Star Rating (Five Star Scale) based on the Spring 2015 Smarter Balanced Assessment (SBA) but that it identify Reward, Focus and Priority Title I schools based on the required achievement expectations as well as report on performance against Annual Measureable Objectives as expected in ESEA sections 1111(h)(1)(C)(ii) and 1111(h)(2)(B). School Improvement expectations going into the 2015-2016 would be based achievement and a chart identifying plan types on the criteria established within Idaho’s Waiver as approved July 15, 2014 (Chart I Attached). Idaho’s Star rating system is based on having Student Growth Percentiles (SGP) and comparing those to Adequate Growth Percentile (AGP) and while the SBA will provide the SGP for individual students the concern for assigning AGP based on two years is a concern for establishing credibility with the system. Idaho State Department of Education will follow ESEA section 1111(b)(3)(C)(xii), which requires the provision of individual student interpretive, descriptive and diagnostic reports that include information regarding achievement on State assessments to parents, teachers and principals as soon as is practically possible after an assessment is given.

Idaho SBOE ensures that at least 95% of all students in tested grades will participate in the SBA or the current alternate assessment for students with the most significant cognitive disabilities in the tested grades. Idaho will also properly notify all LEAs and schools how they will be identified for school improvement for the 2015-2016 school year. In regards to School Improvement plans all Title and Non-Title schools are under one system in Idaho but Title I schools that fall into certain categories are identified as follows in accordance with ESEA Flexibility guidance for Priority, Focus and Reward schools. Chart I that is attached identifies schools in the top 60% based on achievement ranking of the SB Math and English/Language Arts assessments. If you have any questions or would like to have a narrative of the chart and how improvement plans are determine, Idaho would be willing to comply within the Accountability Addendum as well as answer any questions.

Greg Alexander
Director, Statewide System of Support
Idaho State Department of Education
Chart I
Proposed School Improvement Status Identification Process 2015-2016
Based on 2015 Smarter Balanced Math and ELA assessments
Star Rating Committee

1. Dr. Don Coberly – Boise School District
2. Marjean McConnell – Bonneville School District
3. Dr. Pat Charlton – Vallivue School District
5. Matthew Handelman - Coeur d'Alene School District
7. Andy Wiseman – Castleford School District
8. Mark Jones – Boise School District
9. Randy Jensen – American Falls Joint School District
10. Sheryl Brockett – Pocatello School District
13. Randy Jensen – American Falls Joint School District
15. Kevin Carey – South Fork Elementary
16. Laurie Wolf – Idaho Distance Education Academy
17. Jackie Thomason – Meridian School District
18. Michelle Clement-Taylor – SDE
19. Angela Hemingway – SDE
20. Ayaka Nukui – SDE
21. Tom Luna – SDE
22. Greg Alexander - SDE
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<th>TAB</th>
<th>DESCRIPTION</th>
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<tr>
<td>1</td>
<td>BAHR - IDAHO STATE UNIVERSITY – INTELLECTUAL PROPERTY FOUNDATION</td>
<td>Motion to approve</td>
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<td>2</td>
<td>BAHR - FY 2015 SUPPLEMENTAL BUDGET REQUESTS</td>
<td>Motion to approve</td>
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<td>3</td>
<td>IRSA - UNIVERSITY OF IDAHO – BOARD POLICY III.Y. ADVANCED OPPORTUNITIES – WAIVER</td>
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IDAHO STATE UNIVERSITY

SUBJECT
Formation of Idaho State University Intellectual Property Foundation, Inc.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections V.E. and V.M.
Idaho State Board of Education Institution Technology Licensing Guidelines

BACKGROUND/DISCUSSION

Summary of Proposal
Idaho State University (ISU) requests authority to establish the Idaho State University Intellectual Property Foundation, Inc. (IPF) to facilitate the beneficial use of the ISU’s intellectual property for Idaho and the nation. IPF will take steps to make technology transferred to it from the ISU commercially feasible. This proposal follows nationally competitive and successful approaches to research commercialization.

IPF will work with the ISU to identify technology with commercial potential. Such technology, as represented by intellectual property, will be transferred to IPF pursuant to State Board of Education (State Board) policies. IPF will take steps to commercialize the technology and generate revenue therefrom. Such revenue may result from various sources, including, without limitation, royalties, licenses, operations, and equity positions. The IPF will commercialize ISU technology through licensing agreements drafted in compliance with State Board policy and the Institution Technology Licensing Guidelines. In return for the license, IPF may either receive royalties and/or equity, depending on the circumstances and taking into consideration how to best bring the ISU technology to market. IPF will be prohibited from taking majority ownership positions in companies and will not be involved in the operations of any company in which it holds equity.

ISU will initially support the creation and operation of the IPF through its annual budgeting process. It is anticipated that when it is self-sustaining, IPF will be funded through revenue generated from commercializing ISU’s technology. Initially, IPF’s staff will consist of an Executive Director and a minimum of support personnel. The IPF Board of Directors will be charged with keeping IPF’s operating costs to a minimum.

Rationale
The overarching rationale behind this proposal is to create a mechanism that facilitates and expedites the translation of basic research into the private sector.
It accomplishes this by creating a separate non-profit “intellectual property foundation” that will a) identify potential clients of ISU’s intellectual property (IP), b) facilitate client investment in ISU technology or technology development, and c) commercialize ISU IP via appropriate mechanisms. A major focus of the IPF and its Board of Directors will be to aggressively foster activities that bolster Idaho companies, create new Idaho companies, attract new business opportunities to Idaho, and add jobs to the Idaho economy in a manner consistent with its purpose to support ISU. Furthermore, the IPF Board of Directors will be charged with ensuring that ISU’s research and educational mission is paramount in their decision making process.

Delineation of Functions between Office for Research & Economic Development and Intellectual Property Foundation

The Office for Research and Economic Development (ORED) encourages and assists in the development and protection of IP developed by ISU faculty, staff and students. The office promotes the transfer of technology in an effort to provide benefit and support to ISU’s academic mission, enhance the urban and state economy, and provide general public access to ISU’s IP in a manner that is consistent with the university’s academic principles. The office has the additional mission to identify, develop and establish relationships with business, industry and trade groups (preferably in Idaho, but not limited thereto) for joint programs of mutually beneficial economic impact to both parties and the State of Idaho. The office should not be involved in negotiating business deals with the private sector, in the generation and submission of Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) grants, or the formation of new companies.

The ORED has primary responsibility for the following aspects of ISU technology development and transfer:

- Promotes the creation of knowledge through the research programs at ISU;
- Assists the knowledge creators and the university to “package” such created knowledge into manageable units (i.e. IP), and assists research personnel in completing the Invention/Discovery Disclosure Form;
- Provides expertise to the university on actions appropriate to protect the university’s ownership of such IP; and
- Identifies and implements opportunities for extracting value by the successful commercial exploitation of such IP.

The overall goal of the ORED is to promote the development of ISU’s intellectual property and to enable the maximum value therein to be transferred to the commercial and economic community within the state. Recapture of economic or monetary value to the university is important, as such recaptured value enables
the growth and expansion of funded research activities. However, it is of lesser value than the maximization of university contributed economic impact.

**Role of the Intellectual Property Foundation**

The proposed IPF will be an Idaho nonprofit corporation and will apply for tax exempt status under Internal Revenue Code section 501(c)(3). The IPF is proposed to support ISU’s research activities by serving as a resource as ISU secures investments and grants from individuals, private organizations and public agencies, and obtains contracts with such individuals or entities for the performance of sponsored research, development, or other programs by the university. If the IPF helps negotiate research grants or contracts, the grants and contracts will be provided to the university, which is solely responsible for the fiscal administration of the grants. Thus, the research of the university will remain under the domain of ISU providing an important delineation of function.

A board comprised of five directors originally will manage the IPF. Two directors will be ISU employees appointed by ISU’s president and the three remaining directors will be from the private sector. The initial IPF board and successors to the ISU employee directors will be appointed by ISU’s president with successor private-sector directors appointed by the IPF Board of Directors.

The IPF Board of Directors will be charged to protect, as a function of their operational parameters, the best interests of ISU. This includes taking steps to reduce legal exposure and risk to ISU’s reputation and taking steps to maximize revenue transferred to ISU in terms of grants, contracts, and licensing revenue. The means to accomplish this will vary on a case-by-case basis depending on an analysis of a variety of factors such as whether licensing intellectual property, working with an existing company to support research, or using the technology to start a new company best accomplishes the purposes for which the IPF is created. This analysis will also include consideration of the market structure associated with the intellectual property. The expertise of the IPF Board will be essential in determining the best strategy for commercializing the technology.

**Focus on Technology Transfer**

The operating agreement (to be entered into between the IPF and ISU) and the IPF bylaws will expressly require that the IPF abide by applicable State Board policies, procedures, and guidelines, ISU policies, and state and federal law, and act only in a manner consistent with these policies and laws.

In particular, when selecting licensee’s for ISU technology, the IPF will consider whether the potential licensee:

a. has a general business plan that delineates a clear strategy to commercialize the invention
b. has or can secure the technical, financial and personnel resources to develop and commercialize the invention in a timely manner
c. has experience relevant to developing and commercializing the invention
d. has appropriate marketing capabilities
e. possesses a strong desire and commitment to make the technology a success
f. is able to meet any regulatory requirements needed to commercialize the technology
g. has, or can develop, sufficient capacity to satisfy the market demand for the technology
h. demonstrates commitment to ISU’s invention in light of other technologies competing for resources in the company
i. has goals that align with those of ISU with respect to public benefit

IMPACT
ISU will facilitate the creation and operation of the IPF as necessary through its internal budgeting processes until the IPF becomes self-supporting. This support will involve provision of services to the IPF directly and through loaned ISU employees or, when necessary, through the direct expenditure or transfer of funds. If funds are transferred to the IPF by ISU, such transfer will be made pursuant to a line of credit in favor of ISU and upon terms satisfactory to ISU.

It is expected that revenue generated by a combination of contracts, licensing arrangements, investments in early- and mid-stage technologies, and equity positions in new companies will allow the IPF to become self-supporting. The IPF Executive Director and IPF Board of Directors will oversee the operation and management of the IPF with self-sufficiency as a primary goal.

ATTACHMENTS
Attachment 1 – ISU/IPF Operating Agreement Page 7
Exhibit A – Loaned Employee Agreement Page 21
Exhibit B – Services Agreement Page 29
Exhibit C – Articles of Incorporation Page 31
Exhibit D – Bylaws Page 37

STAFF COMMENTS AND RECOMMENDATIONS
This is a request by ISU to approve the creation of an Intellectual Property Foundation, the purpose of which is “to support the education, research, and public service functions of the University through commercializing intellectual property created by the University.” Creation of this nonprofit corporation will also allow the IPF to take an equity position in an entity (e.g. small company or start-ups) as partial consideration for invention licensing. The Operating Agreement stipulates, however, that the IPF will only take a minority ownership position in companies in order to limit possible exposure to liability. The Operating Agreement is modeled after the applicable provisions of the State Board’s Gifts and Affiliated Foundations policy V.E., and includes a clause that the Agreement shall be submitted to the State Board for review and approval at least every three years.
With regard to start-up costs associated with the operations of IPF, the operating agreement provides the ISU may provide administrative services and facilities to IPF “for reasonable consideration” and “may, from time to time, transfer funds to the University as part of IPF’s mission in support of the University.” Any transferred funds would be considered “a line of credit that the IPF will be contractually required to repay, after it becomes self-supporting....” The Operating Agreement does not indicate whether interest will be charged to the IPF on the line of credit, nor does the agreement provide a date by which the IPF must achieve self-sufficiency. Nevertheless, staff believes the agreement contains adequate controls by providing that “proposed funding requirements for the IPF will be determined on an annual basis as part of the operating budget process, but presented to the State Board for approval in a separate review.”

Staff has had extensive discussions with ISU counsel and vice president for research, having thoroughly reviewed several iterations of the proposal over the past six months. Material concerns and suggestions from staff have been addressed by ISU in this version of the proposal before the Board.

Staff finds that the IPF is in compliance with ISU’s proposed IP policy, the latter having been submitted for concurrent review by the Board as a separate agenda item.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to participate in the formation of the Idaho State University Intellectual Property Foundation and to enter into the proposed Operating Agreement (which includes as exhibits draft forms of the Loaned Employee Agreement, Services Agreement, Articles of Incorporation and Bylaws) in substantial conformance with the documents submitted to the Board in Attachment 1.

Moved by ____________ Seconded by ____________ Carried Yes _____ No ______
This agreement ("Operating Agreement") is entered into effective as of the _____ day of ________________, 2014, by and between Idaho State University ("University") and Idaho State University Intellectual Property Foundation, Inc. ("IPF"). The University and IPF are sometimes collectively referred to herein separately as a "Party" and collectively as the "Parties.

WHEREAS, IPF is a nonprofit corporation incorporated on ________________, pursuant to the Idaho Nonprofit Corporation Act;

WHEREAS, IPF will become a tax-exempt entity under Section 501(c)(3) of the Internal Revenue Code;

WHEREAS, IPF’s purpose and mission is to support the education, research, and public service functions of the University;

WHEREAS, IPF and the University desire to set forth in writing various aspects of their relationship with respect to IPF’s commercialization of ISU technology;

WHEREAS, the Idaho State Board of Education (collectively the "State Board") has promulgated Policies, Procedures, and Guidelines applicable to the commercialization of University intellectual property (these polices, procedures, and guidelines as currently constituted and the successor policies, procedures, and guidelines thereto are referred to herein collectively as "State Board Policies and Procedures");

WHEREAS, IPF and the University intend for this agreement to be the written operating agreement required by the State Board.

NOW THEREFORE, in consideration of the mutual covenants and undertakings herein, the University and IPF hereby agree as follows:

ARTICLE I

IPF’S PURPOSES
A. IPF’s purpose is to support the education, research, and public service functions of the University through commercializing intellectual property created by the University.

B. In carrying out its purpose IPF shall not engage in activities that conflict with (1) federal or state laws, rules and regulations (including, but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) applicable State Board Policies and Procedures; and/or (3) the role and mission of the University.

C. The IPF will always keep in mind the fact that it is organized to support and further the interests of the University and will, as it pursues the commercialization of intellectual property, take steps to protect the University from legal exposure and risk to its reputation.

D. The IPF Board of Directors shall keep operating costs to a minimum and ensure that ISU’s research and educational mission and ISU’s best interests are paramount in their decision making process.

ARTICLE II

IPF’S ORGANIZATIONAL DOCUMENTS

IPF shall provide copies of its Articles of Incorporation and Bylaws to the University. IPF shall not amend or revoke its Articles of Incorporation or Bylaws without the written approval of the University and the State Board of Education.

ARTICLE III

UNIVERSITY RESOURCES AND SERVICES

A. University Employees.

1. Liaison: The University's Vice President for Research and Economic Development shall serve as the University's liaison to IPF (the "Liaison"). The duties and responsibilities of the Liaison are as follows:

a. The Liaison shall be responsible for communicating with IPF regarding the University’s activities and programs relevant to IPF’s mission and for coordinating any administrative support provided by the University to IPF.

b. The Liaison shall report on behalf of the University to IPF’s Board of Directors regarding the University's research efforts with regard to IPF. The Liaison may also report other information to IPF’s Board of Directors that is pertinent to the common goals of the University and IPF.
2. The University and IPF may elect to enter into agreements for the loaning of employees to IPF by the University pursuant to terms substantially similar to the Loaned Employee Agreement attached as Exhibit “A.” Subject to the Loaned Employee Agreement, the loaned employees shall report to the IPF Board and the Executive Director of IPF. IPF will reimburse the University for the salary of the loaned employee pursuant to the Loaned Employee Agreement or as otherwise determined by the agreement of the Parties.

3. Limited Authority of University Employees. Notwithstanding the foregoing provisions, no University employee other than an employee loaned to IPF shall be permitted to have responsibility or authority for IPF policy making, financial oversight, spending authority, investment decisions, or the supervision of IPF employees, provided however University employees appointed to the IPF Board of Directors shall have authority to act as such within the laws of the state of Idaho governing conflicts of state officials as well as the policies of the IPF Board of Directors regarding conflicts.

4. IPF Executive Director. The IPF Executive Director shall be an employee of the IPF and shall not be a loaned employee of the University.

B. Support Staff Services and Facilities. The University may provide administrative support in financial, accounting, and research compliance services to IPF and the use of the University’s office space and other facilities as set forth in the Service Agreement attached hereto as Exhibit “B” (“Service Agreement”). Except as specifically provided otherwise herein, all University employees who provide support services to IPF shall remain University employees under the direction and control of the University, unless it is agreed that the direction and control of any such employee will be vested with IPF in a Loaned Employee Agreement. The IPF will pay the University for the services and facilities provided to IPF pursuant to the Service Agreement or as otherwise determined by the agreement of the Parties.

C. No IPF Payments to University Employees. Notwithstanding any provision of this Agreement to the contrary, IPF shall not make any payments directly to a University employee in connection with any resources or services provided to IPF pursuant to this Article, provided however, nothing in this paragraph C shall limit or prohibit formal joint appointments of employees between the University and IPF under which IPF pays the percentage of salary and employee benefits allocated to IPF under the joint appointment agreement.

ARTICLE IV

MANAGEMENT AND OPERATION OF IPF

A. Grants. IPF may apply for grants and contracts, such as, without limitation, Small Business Innovation Research grants. However, IPF will not apply for
any grants without the prior approval of the University’s Vice President for Research and Economic Development. IPF will not directly conduct research activities though it may contract with the University or other entities for the University or other entities to provide research services. All contracts to which the IPF is a party shall provide that IPF is an entity distinct and separate from the University.

B. **Focus on Technology Transfer.** The IPF will abide by State Board Policies and Procedures, applicable University policies, and state and federal law and act only in a manner consistent with the same. In particular, in pursuing commercialization of University technology, IPF will act in a manner consistent with the University’s overarching goal of delivering useful products to the public. The IPF will pursue commercialization of University technology in a manner that encourages commercialization rather than generating revenue primarily through threats of patent infringement litigation (“patent trolls”) or “flipping” technology. The IPF will carefully review the State Board Policies and Procedures, which provide detailed directions on these issues, and act only in a manner consistent therewith.

C. **Fund Transfers and Charitable Fundraising.**

1. IPF may, from time to time, transfer funds to the University as part of IPF’s mission in support of the University. The University may direct IPF to transfer such funds to the Idaho State University Foundation, Inc., in which case such funds will be subject to Idaho State University Foundation, Inc. policies and procedures. IPF’s Treasurer or other individual to whom such authority has been delegated by IPF’s Board of Directors shall be responsible for transferring funds as authorized by IPF’s Board of Directors. All transfers and expenditures described in this Section must comply with section 501(c)(3) of the Internal Revenue Code and be consistent with IPF’s mission to support of the University.

2. Charitable Fundraising. IPF will not solicit for the donation of charitable contributions to be held by IPF. If a donor approaches IPF with the intention of making a charitable contribution to IPF, IPF will instruct such donor to contribute such funds to the Idaho State University Foundation, Inc.

D. **IPF Contracts, Expenditures, and Financial Transactions.**

1. Signature Authority for Contracts. The IPF Board of Directors may grant to IPF personnel signature authority for contracts to which IPF is a party pursuant to IPF’s bylaws. The IPF shall notify the University in writing of those parties given signature authority.

2. IPF designates the IPF Chair and Treasurer as the individuals with signature authority for IPF in all financial transactions. IPF’s Treasurer may also delegate signature authority on a temporary basis consistent with IPF’s Bylaws to another IPF employee, an employee loaned to IPF, or an IPF Board member who is not a University employee. In no event may the person with IPF signature authority for
financial transactions be a University employee, unless such individual is an employee who is loaned to IPF.

3. Expenditures. All expenditures of IPF shall be consistent with the purposes of IPF and applicable laws, contracts, and grants as the case may be.

E. **Transfer of University Financial Assets to IPF.** The University may transfer funds to the IPF until it becomes self-supporting to aid the IPF in pursuing its purpose and to allow it to fulfill its responsibilities hereunder. Proposed funding requirements for the IPF will be determined on an annual basis as part of the operating budget process, but presented to the State Board for approval in a separate review. These funding transfers will constitute a line of credit that the IPF will be contractually required to repay, after it becomes self-supporting and on a schedule as proposed by the University and approved by the State Board in the annual review.

F. **Transfer of University Intellectual Property to the IPF.** The University may transfer intellectual property to the IPF. All such transfers of intellectual property will be made pursuant to State Board Policies and Procedures, University policy, and state and federal law. Such transfers shall be made pursuant to a written agreement detailing the financial arrangement between the Parties applicable to the intellectual property transferred.

G. **Separation of Funds.** All IPF assets (including bank and investment accounts) shall be held in separate accounts in the name of IPF using IPF’s Federal Employer Identification Number. The financial records of IPF shall be kept using a separate chart of accounts and shall be kept in a secured database that is protected by separate password-only access.

H. **Insurance.** IPF shall maintain insurance to cover the operations and activities of its Directors, Officers and employees. IPF shall also maintain general liability coverage.

I. **Organizational Documents.** IPF’s Articles of Incorporation are attached hereto as Exhibit "C" and IPF’s Bylaws, which are attached at Exhibit "D." IPF agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to the University immediately upon request. IPF agrees that its Articles of Incorporation and Bylaws shall not be amended or revoked without the written approval of the University and State Board of Education.

J. **Conflicts of Interest.** IPF, in its bylaws has adopted a written policy addressing the manner IPF will address conflict of interest situations.

K. **Equity Positions and Cash Investments.** IPF is prohibited from taking majority ownership positions in companies and will not be involved in the operations of any company in which it holds equity. IPF shall not use funds that it receives from the University to make a cash investment in any company in return for equity.
L. **Lease or Purchase of Real Property.** IPF may lease or purchase real property only if such lease or purchase is consistent with IPF’s purposes and obligations as described herein.

**ARTICLE V**

**IPF’S RELATIONSHIP WITH THE UNIVERSITY**

A. **Joint Participation.** The parties hereto recognize that joint participation and regular interaction among employees of both IPF and University is beneficial and encouraged. This may include service on committees, councils, review Boards and/or other activities identified by either party for the mutual benefit and interest of both parties.

B. **University’s Representation on IPF’s Board.** The University will be allowed representation on IPF’s Board of Directors as set forth in the Bylaws as attached hereto. Provided, however, the University’s representation on the IPF Board shall not constitute a majority of the IPF Board.

C. **Executive Director Reporting.** The IPF Executive Director shall act under the supervision of and report to the IPF Board subject to any applicable Loaned Employee Agreement.

D. **Cost Recovery.** The parties shall allocate costs associated with reciprocative operations in a fair and equitable manner so that the full and independent costs of such operations can be recovered by the respective parties.

E. **Export Control.** IPF shall be responsible for all matters pertaining to export controls.

F. **Subsequent Agreements.** The parties hereto anticipate that they may enter into subsequent written agreements on a project by project basis setting forth the parties’ respective duties and obligations in regard to such projects. As such, the parties hereto acknowledge and agree that any such agreement shall govern for the purpose of any such specified project. Provided, however, that if there is a conflict between the terms of the Operating Agreement and the terms of a subsequent agreement, the terms of the Operating Agreement will be controlling and supersede any inconsistent terms in the subsequent agreement.

G. **Access to Records.** The University shall have reasonable access to the financial and accounting records of IPF upon providing three (3) days written notice to IPF. All access by the University of such records shall be made in accordance with applicable laws. In addition, upon request of IPF, the University shall execute a proprietary and confidentiality agreement and instruct its agents and employees that all confidential information of IPF shall be protected from disclosure.
H. Records Management.

1. IPF shall be responsible for maintaining all permanent records of IPF including but not limited to IPF’s Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, and all other IPF records as required by applicable laws.

2. IPF’s Board of Directors shall foster an atmosphere of openness in its operations, consistent with the prudent conduct of its business. The parties understand that IPF is not a public agency or a governing body as defined in the Idaho Code and the Idaho Open Meeting Law and Access to Public Records statutes. Nothing in this Operating Agreement shall be construed as a waiver of IPF’s right to assert exemption from these statutes.

I. Identification of Source. IPF shall be clearly identified as the source of any correspondence, activities and advertisements emanating from IPF.

J. Establishing IPF’s Annual Budget. IPF shall provide the University with IPF’s proposed annual operating budget and capital expenditure plan (if any) prior to the date of IPF’s Board of Directors meeting at which IPF’s Board of Directors will vote to accept such operating budget.

K. Attendance of the University’s President at IPF’s Board of Directors Meetings. IPF may invite the University’s President to attend meetings of IPF’s Board of Directors and the University’s President may act in an advisory capacity in such meetings. The University’s President may serve as an Ex-Officio member of IPF’s Board of Directors.

L. Supplemental Compensation of University Employees. No University employee shall receive direct payments, compensation, or other benefits from IPF, provided that IPF may pay for those benefits which are necessary for its normal course of operation, including, but not limited to, travel and continuing professional education. Any such payment must be paid by IPF to the University and the University shall then pay or reimburse the employee in accordance with the University’s normal practice. No University employee shall receive any payments or other benefits directly from IPF. Provided however, nothing in this sub-section shall limit or prohibit formal joint appointments of employees between the University and IPF under which IPF pays the percentage of salary and employee benefits allocated to IPF under the joint appointment agreement.

ARTICLE VI

AUDITS AND REPORTING REQUIREMENTS

A. Fiscal Year. IPF and the University shall have the same fiscal year.
B. **Annual Audit.** IPF shall have an annual financial audit conducted in accordance with Government Accounting Standards Board or Financial Accounting Standards Board principles as appropriate. The audit shall be conducted by an independent certified public accountant who is not a Director or Officer of IPF. Such audit shall be conducted at the same or similar time as the University audit and shall be reported to IPF’s Board of Directors. Such audit reports shall contain IPF’s financial statements and the auditor’s independent opinion regarding such financial statements. The annual audit reports shall be submitted to the University’s Office of Finance and Administration in sufficient time to incorporate the same into the State of Idaho’s Comprehensive Annual Financial Review statements.

C. **Reports to University Vice President for Research and Economic Development.** On an annual basis and as otherwise requested by the University, IPF shall provide a written report to the University Vice President for Research and Economic Development (with a copy to the University Vice President for Finance and Administration) setting forth the following items:

1. a report of IPF transfers made to the University, summarized by University department;
2. a list of all of IPF’s Officers, Directors, and employees;
3. a list of University employees for whom IPF made payments to the University for approved purpose during the fiscal year, and the amount and nature of each payment;
4. a list of all contracts entered into by IPF;
5. a quarterly report of IPF’s activities and strategic direction; and
6. a report of any actual litigation involving IPF during its fiscal year, identification of legal counsel used by IPF for any purpose during such year, and identification of any potential or threatened litigation involving IPF limited to the extent necessary to protect attorney-client privilege and litigation strategy.

**ARTICLE VII**

**CONFLICT OF INTEREST AND CODE OF ETHICS AND CONDUCT**

A. **Conflicts of Interest Policy Statement.** IPF, in its bylaws has adopted a written policy addressing the manner IPF will address conflict of interest situations.

B. **Dual Representation.** Under no circumstances may a University employee represent both the University and IPF in any negotiation, sign for both Parties in transactions, or direct any other University employee under their immediate
supervision to sign for the related Party in a transaction between the University and IPF. This shall not, however, prohibit University employees from drafting transactional documents that are subsequently provided to IPF for IPF's independent review, approval and use.

C. **Contractual Obligation of University.** IPF shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University. If such contract deals primarily with technology transfer or sponsored programs, the contract approval process shall be administered under procedures developed by the University Office for Research and Economic Development.

D. **Acquisition or Development or Real Estate.** IPF shall not acquire or develop real estate for the University's use or otherwise build facilities for the University's use unless the University first obtains the approval of the State Board. In the event of a proposed purchase of real estate for such purposes by IPF, the University shall notify the State Board, at the earliest possible date, of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the University's use shall be a coordinated effort of the University and IPF. Any notification by the University to the State Board required pursuant to this Section may be made through the State Board's chief executive Officer in executive session as permitted pursuant to Idaho Code Section 67-2345(1)(c).

**ARTICLE VIII**

**GENERAL TERMS**

A. **Effective Date.** This Agreement shall be effective on the date set forth above.

B. **Right to Terminate.** This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Notwithstanding any other provision herein, if either party terminates this Operating Agreement, contractual obligations with third parties incurred by IPF will be transferred to the University to the extent allowed by law and Idaho State Board of Education policy. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the Dispute Resolution mechanism described below to further attempt to negotiate a new agreement. Termination of this Operating Agreement shall not constitute or cause dissolution of IPF, provided however, in the event a new operating agreement is not achieved upon completion of the dispute resolution process, the association between
IPF and the University will be ended, and IPF will cease all references to Idaho State University in its name and with respect to its operations other than as is necessary to complete projects or contracts pending as of the final date of the dispute resolution process.

C. **Dispute Resolution.** The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to IPF’s Chair and the University's President. If IPF’s Chair and the University's President cannot resolve the dispute, then the dispute will be referred to IPF’s Chair and the State Board for resolution. If the dispute is not resolved by the aforementioned Parties, the University and IPF shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

D. **Distribution of Assets upon Termination of Agreement or Dissolution of IPF.** Upon termination of this Agreement or dissolution of IPF, whichever first occurs, IPF shall transfer the balance of all property, intellectual property, and assets of IPF to the University or an organization designated by the University. This will be done in a manner consistent with its Articles of Incorporation, which state that “upon dissolution or final liquidation, the assets of the Corporation remaining after discharge of the debts and obligations of the Corporation shall be distributed exclusively to Idaho State University or to such other charitable, scientific, literary, or educational organizations designated by Idaho State University that are tax exempt under Internal Revenue Code §501(c)(3).”

E. **Board Approval of Operating Agreement.** Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

F. **Modification.** Any modification to the Agreement or Exhibits hereto shall be in writing and signed by both Parties.

G. **Providing Documents to and Obtaining Approval from the University.** Unless otherwise indicated herein, whenever documents are to be provided to the University or whenever the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from
an individual to whom such authority has been properly delegated by the University's President.

H. **Providing Documents to and Obtaining Approval from IPF.** Unless otherwise indicated herein, whenever documents are to be provided to IPF or whenever IPF's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, IPF's Board of Directors or an individual to whom such authority has been properly delegated by IPF's Board of Directors.

I. **Notices.** Any notices required under this agreement may be mailed or delivered as follows:

To the University:

Idaho State University  
Attn: Vice President for Research and Economic Development  
921 South 8th Avenue, Stop ______  
Pocatello, Idaho 83209

With copy to:

Idaho State University  
Attn: Idaho State University President  
921 South 8th Avenue, Stop ______  
Pocatello, Idaho 83209

Idaho State University  
Office of General Counsel  
Attn: General Counsel  
921 South 8th Avenue, Stop 8410  
Pocatello, Idaho 83209

To IPF:

IPF

J. **No Joint Venture.** At all times and for all purposes of this Operating Agreement, the University and IPF shall act in an independent capacity and not as an agent or representative of the other Party.

K. **Liability.** The University and IPF are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, Directors, Officers, members or employees.
L. **Indemnification.** IPF agrees to indemnify, defend and hold the University, its Officers, Directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of IPF, its employees, contractors, or agents in performing its obligations under this Operating Agreement.

M. **Assignment.** This Agreement is not assignable by either Party, in whole or in part.

N. **Governing Law.** This Agreement shall be governed by the laws of the State of Idaho.

O. **Articles, Sections, Subsections and Subparagraphs.** This Agreement consists of text divided into Articles that are identified by roman numeral (for example Article I), Sections that are identified by an uppercase letter followed by a period (for example A.), subsections that are identified by a number followed by a period (for example 1.) and subparagraphs that are identified by a lowercase letter followed by a period (for example a.). The organization is hierarchical meaning that a reference to a division of the document includes all of its subsections (for example a reference to a Section includes the Section and all of its subsections and subparagraphs).

P. **Severability.** If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

Q. **Entire Agreement.** This Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

R. **Cooperation of the Parties.** The parties hereto agree to do all acts and things necessary to make, execute and deliver any and all written instruments as shall from time to time be reasonably required to carry out the terms and conditions of this Agreement.

[The remainder of this page is intentionally left blank.]
IN WITNESS WHEREOF, the University and IPF have executed this agreement on the above specified date.

IDAHO STATE UNIVERSITY

By: __________________________
Its __________________________

IPF

By: __________________________
Its __________________________

[The remainder of this page is intentionally left blank.]
AGREEMENT FOR LOANED EMPLOYEE

This Agreement for Loaned Employee (Agreement) is entered into by and between IDAHO STATE UNIVERSITY, an Idaho institution of higher education and body politic and corporate, and the Idaho State University Intellectual Property Foundation, Inc. (IPF), an Idaho non-profit Corporation, and is effective the _____ day of ________________, 2014.

BACKGROUND

A. IPF has asked the University to make certain university employees available to IPF for fulfilling various operational requirements of IPF.

B. University has agreed to loan its employee ______________ (Loaned Employee) to IPF to act in the capacity of ______________________ for IPF pursuant to the terms of this Agreement.

AGREEMENT

The parties agree as follows:

1. Relationship between Loaned Employee and University.

   a. Status. At all times under this Agreement, Loaned Employee shall be an [**classified or exempt**] [**fiscal or academic**] year employee of the University subject to all applicable policies and procedures of the University and the State Board of Education. IPF shall have control over all aspects of Loaned Employee’s day to day work and Loaned Employee shall devote 100% of his or her working time to performing services for IPF. Notwithstanding the foregoing, IPF may discipline the Loaned Employee for cause, which may include taking action up to and including termination of this Agreement, such discipline and determination of cause to be in accordance with IPF policies and procedures and applicable law. The parties acknowledge that University and Loaned Employee have agreed and acknowledged that Loaned Employee’s contract with the University is contingent upon continuation of this Agreement and in the event this Agreement is terminated Loaned Employee’s contract with the University will also terminate. Loaned Employee will be considered a loaned employee under the worker’s compensation law of the State of Idaho.
b. **Compensation.** University shall pay Loaned Employee a [*fiscal or academic*] year salary rate of $__________, payable on the regular bi-weekly paydays of the University and subject to adjustment in accordance with the University's regular policies and procedures. Loaned Employee will be entitled to University benefits to the same extent and on the same terms as other full-time University employees of her/his classification. IPF shall pay University for this cost as provided in Section 3 below.

c. **Travel Expenses.** University shall reimburse directly to Loaned Employee costs incurred for IPF travel that is approved in advance by IPF or the University. IPF shall pay University for this cost as provided in Section 3 below.

d. **No Prohibition on Leasing Employee to IPF.** University represents and warrants to IPF that there is no agreement with Loaned Employee nor any University policy of procedure (including, without limitation, any agreement, policy, or rule of the State Board of Education or the University) that prohibits the University from leasing Loaned Employee to IPF pursuant to the terms of this Agreement. University further represents and warrants that Loaned Employee is eligible for benefits as a full-time leased employee under the term of all applicable University benefit plans.

2. **Relationship between IPF and Loaned Employee.**

   a. **Supervision.** Loaned Employee will work under the supervision and direction of, and will report directly to, the IPF Executive Director or their designee, who shall determine their duties to perform work for IPF.

   b. **Performance Evaluations.** IPF will evaluate the performance of Loaned Employee on an annual basis at a time consistent with the annual reviews of exempt employees at the University. IPF will provide University with a copy of any written documentation regarding the evaluation within fourteen (14) days after the evaluation is complete.

3. **Relationship between IPF and University.**

   a. **Lease of Loaned Employee.** During the term of this Agreement, so long as Loaned Employee is employed by University, University shall make available to IPF the full time services of Loaned Employee, subject to University’s continued employment of Loaned Employee. The furnishing of Loaned Employee shall not be considered a professional service of the University to IPF, nor shall University be considered a contractor of IPF.

   b. **University to Provide Salary and Benefits.** As indicated above, University shall provide Loaned Employee with a [*fiscal or academic*] year salary rate of $____________ and other University benefits to the
same extent and on the same terms as other full-time University employees of her/his classification. University shall be responsible for all facets of payroll and benefits administration with respect to Loaned Employee, including, without limitation, withholding and payment of payroll taxes, unemployment compensation, worker’s compensation coverage, social security, and providing any fringe and welfare benefit programs for Loaned Employee.

c. **Reimbursement of Salary and Benefits by IPF.** IPF will reimburse University for one hundred percent (100%) of the University’s total cost of Loaned Employee’s salary and benefits and any reimbursable costs such as travel expenses. University shall maintain accurate books and account records reflecting the actual cost of all items of direct cost for which payment is sought under this Agreement. At all reasonable times, IPF shall have the right to inspect and copy said books and records, which the University agrees to retain for a minimum period of five (5) years following the termination of this Agreement.

d. **Review of Loaned Employee’s Status/Discipline/Termination for Cause.** Loaned Employee shall at all times remain an employee of University. Accordingly, University shall have the power to evaluate, discipline, and terminate Loaned Employee in its discretion and in accordance with any of its policies, procedures, or agreements between University and Loaned Employee. As provided above, IPF will conduct an annual review of Loaned Employee. IPF will provide a copy of any documents related to its evaluation to the University no later than fourteen (14) days after the evaluation is completed. Based on its annual review of Loaned Employee’s performance, IPF may discipline the Loaned Employee for cause, which may include taking action up to and including termination of this Agreement, such discipline and determination of cause to be in accordance with IPF policies and procedures and applicable law. If IPF makes such a determination, IPF shall provide notice to the University that it will no longer lease the services of Loaned Employee effective as of the date specified in the notice with a reasonable amount of detail as to the reason IPF is discontinuing the services of Loaned Employee.

e. **Indemnification by IPF for Acts of Loaned Employee.** University shall have no liability to IPF for loss or damage directly resulting from the fault, negligence, misconduct, or other acts of the Loaned Employee while Loaned Employee is performing activities on behalf of or at the direction of IPF. IPF therefore agrees to release, defend, indemnify and hold harmless the state of Idaho, University, its governing Board, Officers, employees, and agents from and against any and all claims, demands, losses, damages, costs, expenses, and liabilities for injuries (including death) to persons and for damages to property (including damage to property of IPF
or others) arising out of or in connection with the activities of the Loaned Employee performed on behalf of or at the direction of IPF. Notwithstanding the foregoing, both parties may maintain any liability insurance coverage as it shall deem appropriate with respect to liabilities arising out of the acts or omissions of Loaned Employee.

f. **Compliance with Employment Discrimination Laws.** IPF agrees to comply with all laws regarding employment discrimination, including, without limitation, the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII of the Civil Rights Act, the Equal Pay Act, and the Idaho Human Rights Act with respect to Loaned Employee as if Loaned Employee were an employee of IPF. IPF shall notify University within five (5) days of any claim by Loaned Employee alleging a violation of any laws relating to employment discrimination. IPF shall indemnify, defend, and hold University harmless from any claims or losses resulting from IPF’s failure to comply with any applicable employment discrimination laws.

4. **General Terms.**

   a. **Term, Termination.** The term that University shall lease Loaned Employee to IPF shall extend to _________________, which is the term of employment specified in Loaned Employee’s contract as an employee of the University, unless it is terminated earlier upon the occurrence of any of the following:

      i. Notice to University Due to Loaned Employee Performance Problems. Pursuant to Section 3 above, IPF may discipline Loaned Employee by taking action up to and including termination of this Agreement for cause based on its annual review of Loaned Employee’s performance or any interim review or concerns regarding Loaned Employee’s performance. If IPF makes such a determination, IPF shall provide notice to the University that it will no longer lease the services of Loaned Employee effective as of the date specified in the notice with a reasonable amount of detail as to the reason IPF is discontinuing the services of Loaned Employee.

      ii. Termination in the Event of Default. Either party may terminate the lease of Loaned Employee by University to IPF upon the material default of the other’s performance provided that the non-defaulting party first provides the other with at least ten (10) days notice of the default and an opportunity to cure such default within the notice period.
iii. Discontinued Employment of Loaned Employee by University. The lease of Loaned Employee to IPF shall automatically terminate if Loaned Employee is no longer an employee of University for any reason.

The parties may extend the term of this Agreement at any time upon mutual agreement for a new term that is equal to the term of the Loaned Employee’s renewed employment contract with the University, if any. IPF is under no obligation to extend the term of this Agreement for a new term, however, (in order to be consistent with the University policies which call for at least 60 days notice if the University will not renew the Loaned Employee’s employment agreement) in the event IPF determines that it will not agree to an extension of the term of this Agreement, IPF will give University notice of its intention not to extend the term of this Agreement at least 60 days prior to the expiration of the term of this Agreement.

b. No Third Party Beneficiaries. The parties acknowledge that there are no intended third party beneficiaries of this Agreement. Without limiting the foregoing, this Agreement shall not be construed as a promise of continuing employment to Loaned Employee, who remains subject to all applicable State Board of Education and University policies, including but not limited to policies regarding nonrenewal of fixed term appointments and termination or discipline.

c. Governing Law. This Agreement will be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho. The venue for any legal action under this Agreement shall be in Bannock County, Idaho.

d. Notice. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested, or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

To IPF:

Idaho State University Intellectual Property Foundation, Inc.
Attn: Executive Director
To University:

Idaho State University  
Attn: Vice President for Research and Economic Development  
921 South 8th Avenue, Stop 8130  
Pocatello, Idaho 83209

With copy to:

Idaho State University  
Office of General Counsel  
Attn: General Counsel  
921 South 8th Avenue, Stop 8410  
Pocatello, Idaho 83209

Notice shall be deemed given on its date of mailing, faxing, or upon written acknowledgment of its receipt by personal delivery, whichever shall be earlier.

e. **Waiver.** Waiver by either party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition herein contained.

f. **Attorney’s Fees.** In the event an action is brought to enforce any of the terms, covenants or conditions of this Agreement, or in the event this Agreement is placed with an attorney for collection or enforcement, the successful party to such action or collection shall be entitled to recover from the losing party a reasonable attorney’s fee, together with such other costs as may be authorized by law.

g. **Assignment.** Neither party shall assign this Agreement with the prior written consent of the other.

h. **Amendments.** This Agreement may not be modified or amended except by an agreement in writing signed by both of the parties.

i. **Acknowledgement by Employee.** This Agreement shall not be effective until it is executed by University and IPF and acknowledged by Loaned Employee pursuant to the signature blocks below.

[The remainder of this page is intentionally left blank.]
The parties have executed this Agreement effective as of the date set forth above.

IDAHO STATE UNIVERSITY

By:___________________________
Its___________________________

IPF

By:___________________________
Its___________________________

Acknowledgment by Loaned Employee:

Loaned Employee, by their signature below, acknowledges the terms of this Agreement between University and IPF and agrees that they are an employee of the University that are loaned to IPF pursuant to the terms of this Agreement. Loaned Employee further acknowledges that they are a “loaned employee” pursuant to all state workers compensation laws. Accordingly, Loaned Employee acknowledges and agrees that in the event of any work-related injury that is covered by workers compensation insurance held for the benefit of Loaned Employee by University, Loaned Employee will be precluded from recovering damages from IPF for such injury in accordance with applicable state workers compensation laws.

Print name:__________________________
Dated:____________________
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EXHIBIT B

FORM OF SERVICE AGREEMENT

SERVICES AGREEMENT

THIS SERVICES AGREEMENT (Agreement) is entered into by and between IDAHO STATE UNIVERSITY, a state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho (“University”), and IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION, INC., an Idaho non-profit Corporation (“IPF”), and shall be effective as of the _____ day of _______________, 2014.

A. The University agrees to provide to IPF the following administrative, financial, and accounting support services.

   1. Administrative support for IPF’s general accounting and operations, including cash, receivables, and disbursement processing, preparation of financial statement and work papers for external audit, support for IPF Audit Committee, and support for IPF tax return filing.

   2. Administrative support for IPF through the University Human Resources Office, including payroll and benefits management.

   3. Support for matters pertaining to export controls.

B. All University employees who provide support services to the IPF under this Agreement shall remain University employees under the direction and control of the University.

C. The University will supply the facilities, equipment, software and operating supplies necessary for the University employees supplying the above support services to IPF, the nature and location of which shall be in the University’s discretion. In addition, the University shall furnish office space and office equipment for use by employees loaned to IPF by the University, the nature and location of which shall be subject to agreement of the parties.

D. IPF will pay directly to the University a reasonable consideration for the services, facilities, equipment, software and operating supplies provided to IPF pursuant to this Service Agreement.

E. The Parties acknowledge that support services provided by the University to IPF hereunder are intended to continue only so long as is necessary for IPF to become a fully self-sufficient operational entity. As IPF gains in self-sufficiency,
services provided hereunder may be assumed by IPF operations and discontinued by the University all as per the agreement of the Parties.

This Agreement shall be effective as of the date set forth above and shall continue in annual terms matched to the University’s fiscal year until terminated by either party. This Agreement may be terminated by either party upon written notice of termination, such termination to be effective 30 days after notice thereof. This Agreement shall also terminate at the same time as any termination of the Operating Agreement between the University and the IPF dated _________________, 2014. In the event of termination, all obligations of the parties hereto shall cease as of the date of termination except for obligations for payment or reimbursement which accrued prior to the date of termination.

IDAHO STATE UNIVERSITY

By: __________________________
Its __________________________

IPF

By: __________________________
Its __________________________

EXHIBIT C

FORM OF ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION
OF
IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION, INC.

The undersigned, being over the age of eighteen (18) years, and for the purpose of forming a nonprofit Corporation under the provisions of the Idaho Nonprofit Corporation Act, Title 30, Chapter 3 of the Idaho Code, hereby certifies and adopts the following Articles of Incorporation:

ARTICLE ONE

The name of the Corporation is the IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION, INC. and its existence shall be perpetual.

ARTICLE TWO

The address of the registered office of the Corporation in the state of Idaho is ______________________________ and the name of the registered agent at that address is ________________________.

ARTICLE THREE

The name and mailing address of the incorporator of the Corporation is ____________________________.

ARTICLE FOUR

1. The Corporation is formed for scientific, educational, and charitable purposes for the benefit of the University and, subject thereto, for the purpose of engaging in any lawful act for which a nonprofit Corporation may be organized under Title 30, Chapter 3 of the Idaho Code and under Section 501(c)(3) of the Internal Revenue Code, which include but are not otherwise limited to the following:

   i. Acquiring and disseminating knowledge, supporting the education, research, and public service functions of the Idaho State University.

   ii. Executing, administering, letting and performing any and all contracts, subcontracts and agreements desirable and proper in order to perform and complete the activities of the Corporation including, without
limitation, contracts and agreements with Idaho State University and other entities.

iii. Acquiring facilities by lease, purchase, or otherwise, and operating such as may be desirable in order to carry out the charitable, scientific, literary, research, educational, and service programs both of the Corporation and the University.

iv. Receiving real and personal property from public and private sources, receiving grants and other monies from agencies of the United States, grants, contributions and endowments from foundations, public and private corporations, and the general public, without limitation.

v. Employing personnel and engaging contractors and consultants in order to accomplish the purposes of the Corporation.

vi. Using and/or applying the whole, or any part of, the resources generated by the Corporation exclusively for charitable, scientific, literary, or educational purposes to benefit the Corporation and the University.

2. Stock will not be issued. If and when the Corporation is dissolved, its assets will be distributed pursuant to the provisions of Article Ten. None of the assets will be distributed to private individuals.

3. The Corporation will not have members.

ARTICLE FIVE

The Corporation will seek a federal tax exemption as defined under Internal Revenue Code § 501(c)(3). If the Corporation is granted tax-exempt status, it will take those steps required to retain tax exempt status and will refrain from activities forbidden by Internal Revenue Code § 501(c)(3).

ARTICLE SIX

At all times, the Corporation’s investments and investment policy will be consistent with its nonprofit purpose, and income and assets will be generated only to carry out its nonprofit purposes.

ARTICLE SEVEN

1. The number of Directors of this Corporation shall be fixed in the Bylaws and may be changed from time to time by amending the Bylaws.
2. The Corporation shall have Officers as provided in the Bylaws. Such Officers shall be elected or appointed by the Directors of the Corporation at such time and in such manner and for such terms as may be prescribed in the Bylaws. The Officers and Directors of the Corporation will not be personally liable for the Corporation’s debts and liabilities and their personal property is exempt from seizure or levy to pay obligations of the Corporation.

3. The powers of the Corporation will include all powers granted by the state of Idaho to nonprofit Corporation’s including those set forth pursuant to Title 30, Chapter 3 of the Idaho Code. In addition, the Corporation’s powers shall include the following, to the extent not prohibited by the state of Idaho or federal law:

   a. To solicit, collect, receive, hold, invest, distribute, and disburse funds in the form of donations, gifts, bequests, and subscription;

   b. The power to accept gifts from individuals, corporations and foundations in furtherance of the Corporation’s nonprofit purposes; and

   c. To borrow funds with or without security, on terms at least as favorable as those offered on the open market, to carry out the Corporation’s nonprofit purpose as authorized by the Corporation’s Directors.

Notwithstanding the foregoing, the Corporation’s powers shall be limited as follows:

   i. The Corporation shall not have nor exercise any power of authority expressly, by interpretation or by operation of law, nor shall it directly or indirectly engage in any activity that would prevent it from qualifying and continuing to qualify as a tax exempt entity.

   ii. No part of the assets or net earnings of the Corporation shall ever inure to the benefit of or be distributable to its Directors, Officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered and to make reimbursement in reasonable amounts for expenses actually incurred.
4. The initial Directors of this Corporation shall be five (5) in number and their names and addresses are as follows:

_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________

5. The term of the initial Directors shall be until the first annual meeting of the Corporation or until their successors are appointed as provided in the Corporation’s Bylaws.

ARTICLE EIGHT

The Corporation’s Board of Directors shall not be individually liable for the debts or obligations of the Corporation. Furthermore, no Director or Officer of the Corporation shall be personally liable to the Corporation for civil claims arising from acts or omissions made in the performance of his or her duties, unless the acts or omissions are the result of intentional misconduct.

ARTICLE NINE

The organization’s Articles of Incorporation and Bylaws may only be altered, amended, repealed, or new Articles of Incorporation or Bylaws adopted as provided in the organization’s Bylaws.

ARTICLE TEN

Upon dissolution or final liquidation, the assets of the Corporation remaining after discharge of the debts and obligations of the Corporation shall be distributed exclusively to Idaho State University or to such other charitable, scientific, literary, or educational organizations designated by Idaho State University that are tax exempt under Internal Revenue Code § 501(c)(3).

ARTICLE ELEVEN

The undersigned, being the incorporator, for the purpose of forming a Corporation to do business both within and without the state of Idaho, and pursuant to the Idaho Non-Profit Corporation Act, does hereby make and file these Articles of Incorporation and does hereby declare and certify that this is her or his act and deed and that the facts herein stated are true.
In witness whereof, these Articles of Incorporation are executed in duplicate on the _____ day of _________________, 2014.

____________________________________
Incorporator
Print name:__________________________

STATE OF IDAHO )
ss. 
County of Bannock )

On this _____ day of _________________, 2014, before me, the undersigned notary public in and for said state, personally appeared ______________________________, being first duly sworn under oath, known or identified to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that he/she executed the same.

Witness my hand and official seal.

___________________________________
Notary Public for Idaho
Residing at:__________________________
My commission expires:________________
EXHIBIT D

BYLAWS
OF
IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION, INC.

ARTICLE ONE
GUIDING PHILOSOPHY

The Directors, Officers, and employees of the Corporation will strive to:

1. Promote ethical work standards where the highest quality of achievement is aspired to and expected.

2. Appoint and retain the highest caliber of staff that can be attracted where integrity, intelligence, self-motivations, expertise, performance, commitment, and fairness are prime considerations.

3. Create an efficient operation in which each individual expeditiously performs multiple tasks, as needed, to maximize quality output at the most attractive cost-performance tradeoff.

4. Create a stimulating, challenging, and fair work environment in which individuals are able to learn and advance professionally.

5. Foster the commercialization of Idaho State University (University) technology through endeavors with public and private enterprises including institutions of learning, private businesses, individuals, and government agencies, leading to the dissemination and application of knowledge, discoveries, inventions, and technology for the public good.

6. Enhance the ability of University to meet its mission and goals by cooperative use of Corporation and University resources including facilities, faculty, researchers, staff, and students.

7. Abide by policies, procedures, and guidelines of the Idaho State Board of Education applicable to the commercialization of University intellectual property the Idaho State Board of Education (these policies, procedures, and guidelines as currently constituted and the successor policies, procedures, and guidelines thereto are referred to herein collectively as "State Board Policies and Procedures"), applicable ISU policy, state and federal law and act only in a manner consistent with these policies and laws.

8. In pursuing commercialization of University technology, IPF will act in a manner consistent with the University’s overarching goal of delivering useful products to the public. The IPF will pursue commercialization of University technology in a
manner that encourages commercialization rather than generating revenue primarily through threats of patent infringement litigation ("patent trolls") or "flipping" technology. The IPF will carefully review the State Board Policies and Procedures, which provide detailed directions on these issues, and act only in a manner consistent therewith.

ARTICLE TWO
BOARD OF DIRECTORS

1. **Number.** The number of Directors on the IPF Board of Directors shall be five (5).

2. **Ex Officio Directors on the Board.** Ex Officio Directors on the IPF Board shall include the University’s President and the Corporation’s Executive Director and other key persons as approved by a majority vote of the Board of Directors. Ex Officio Directors shall not count against the number of Directors allowed in these Bylaws. Provided, however, the number of Ex Officio Directors shall not exceed five (5) and Ex Officio Directors shall not be entitled to vote on any matter coming before the Board of Directors.

3. **Manner of Selection and Vacancies.**
   
   a. Two University employees must always be on the IPF Board of Directors, provided, however, the University’s representation on the Board of Directors shall not constitute a majority of the full membership on the Board.
   
   b. Appointments to name successor IPF Board members or fill Board vacancies shall be made by the Board of Directors, provided, however, that the President of the University shall appoint successors to, or make appointments to fill vacancies for, those Directors who were University employees when appointed.

4. **Term.** Each Director, whether by initial appointment or appointment to a vacancy, shall serve for a term of three (3) to eight (8) as designated by the Chair of the IPF Board of Directors. The Chair shall manage the length and/or start dates of terms to preclude, to the extent possible, more than three (3) new Directors being appointed in any one year. A person filling a vacancy is eligible for reappointment in the same manner as set forth in paragraph 3 above. A Director may resign at any time by delivering a written resignation to the Executive Director, a Vice President, or the Recording Secretary. Unless otherwise specified therein, such resignation shall take effect upon delivery. Any Director may be removed by majority vote of the Board of Directors, upon adequate opportunity for hearing before the Board of Directors.
5. **Actions by the IPF Board.**

   a. The Directors shall only act as a Board, and the individual Directors shall have no power as such. At all meetings of the Board of Directors, the presence of a majority of the then total appointed and acting number of Directors shall be necessary and sufficient to constitute a quorum for transacting business. Except as otherwise required herein, in the Articles of Incorporation, or by statute, the action of a majority of the Directors present at any properly called meeting at which a quorum is present shall be the act of the IPF Board of Directors. Additionally, though not taken at a regular or special meeting, the Board of Directors’ action shall be valid and binding if reduced to writing and signed by each Director. Provided, however, such writing must be transmitted to the Secretary within ten (10) business days and attached to the minutes of the next meeting of the Board of Directors.

   b. The IPF Board of Directors provides oversight and direction for the Corporation’s policies, procedures and resource allocations, makes recommendations for the development of Corporation projects, assists in the development of effective relationships between the University and various Corporation programs, and seeks to enhance and strengthen the research capabilities at the University.

   c. Ex Officio Directors have all rights of participation and discussion and contribution, except for voting at meetings of the Board of Directors. Provided, however, they may be excluded from specific matters by the Chair of the Board of Directors or by majority vote of the Board.

   d. The property, affairs, and business of the Corporation shall be subject to oversight by the Board of Directors.

   e. The IPF Board of Directors may from time to time organize standing or ad hoc committees to provide greater insight into specific areas for which the Corporation’s Board of Directors is responsible. Said committees are to be chaired by a Director and serve with other Directors and non-Directors who have expertise relating to specific committee responsibilities. Committee Chair or member assignments may change at any time as approved by the Board of Directors.

6. **Conflict of interest.**

   a. The Director is considered to have a conflict of interest if: (1) the Director has existing or potential financial or other interest in the matter before the Board, which might reasonably appear to impair the Director’s independent, unbiased judgment in the discharge of his or her responsibilities; or the Director is aware that a family member, or any organization of which the family member is an officer, director, employee,
member, partner, trustee or controlling stockholder, has existing or potential financial interests in any matter before the Board.

b. Any possible conflict of interest on the part of any Director or Officer shall be disclosed to the Board of Directors and made a matter of record either through an annual procedure or when the interest becomes relevant to any matter before the Board.

c. Any Director having a possible conflict of interest regarding a matter before the Board shall not vote or use his or her personal influence on the matter. Such Director shall not be counted in determining the meeting quorum regarding actions related to the potential conflict. The minutes of the meeting shall reflect such disclosure, abstention from voting, and the resulting quorum for action on the matter. The foregoing requirements are not be construed as preventing the Director from briefly stating his or her position in the matter, or from answering questions from other Director since his or her knowledge may be of assistance. Provided, however, the Director may not participate in any debate regarding the matter.

d. This paragraph shall not prohibit a Director, or an organization in which a Director has a financial interest from pursuing a Corporation purchase or contract.

7. Meetings.

a. Regular meetings. The IPF Board of Directors shall meet quarterly unless otherwise determined by the Board. Directors may appear by telephone or streaming video if approved by the Chair. The first regular meeting held during the first quarter of each fiscal year shall be the annual meeting. The specific time and place of each regular meeting shall be fixed by the Chair of the Board of Directors. The purpose of the regular Board meeting should be to establish or update policies, appoint Officers, review finances, review ongoing programs, plan and prioritize future directions, and perform any other appropriate functions as necessary for business operations as allowed pursuant to state and federal law. Directors, Ex Officio Directors, and Officers are invited to submit agenda items to the Recording Secretary or Chair of the Board of Directors fifteen (15) days prior to the subject quarterly meeting date. Ten (10) days prior to the meeting date the Recording Secretary shall give written those of the time, place and location of such meaning to each Director. The Chair of the Board of Directors shall prepare an agenda for issuance by the Recording Secretary with said notice.

b. Special meetings. Special meetings, in addition to a regular meeting, may be called by the Chair of the Board of Directors, or by written request to the Recording Secretary from a majority of the Directors. Written notice of
the time, place and subject matter of each special meeting shall be given to each Director at least ten (10) days before the meeting date.

8. **Leadership of the Board.** The Corporation’s Board may elect, by a majority vote, a Chair and Vice Chair, and may appoint a Recording Secretary.

   a. **Chair.** The Chair of the Corporation’s Board shall serve to carry out the goals and objectives of the Corporation, and shall:

      i. Have and exercise general charge and supervision of the affairs of the Corporation and the Corporation’s Board.

      ii. Provide oversight and guidance to the Corporation’s Executive Director or designee who is responsible for the administration of the affairs of the Corporation. Do and perform such other duties as assigned by the Board.

   b. **Vice Chair.** The Vice Chair of the Corporation’s Board shall serve to carry out the goals and objectives of the Corporation, and shall, in the absence of the Chair of the Corporation’s Board, carry out all obligations and responsibilities assigned by the Chair.

      i. Do and perform such other duties as assigned by the Chair.

      ii. Do and perform such other duties as assigned by the Board.

   c. **Recoding secretary.** The Recording Secretary may also serve as Administrative Assistant. Duties shall include:

      i. Prepare and distribute notices, agendas, waivers and minutes of all Board meetings.

      ii. Keep records containing the name of all Directors, Ex Officio Directors and Officers of the Corporation, including their place of residence.

      iii. Perform such other duties as assigned by the Chair.

   d. **Administrative assistant.** The administrative assistant may also serve as Recording Secretary. Duties shall include:

      i. Have custody of and maintain the corporate books, documents, archives and papers as instructed.

      ii. File all reports required by Idaho law.
iii. Perform such other duties as assigned by the Corporation’s President or Chair.

9. **No Director Compensation.** The Directors shall serve without compensation, but reasonable expenses incurred may be reimbursed when expended for and in the interest of the Corporation under guidelines adopted by the IPF Board of Directors.

**ARTICLE THREE**

**OFFICERS**

1. **Membership.** Corporation Officers may consist of an Executive Director, Treasurer, and as many Vice Presidents as the Board may point. One person may hold more than one position as appointed by the Board. Provided, however, no person holding two or more offices may act in or execute any instrument in the capacity of more than one office.

2. **Appointment.** Corporation Officers shall be appointed and or reappointed at an annual meeting of the Board of Directors and each shall serve until resignation, removal, or until a successor is appointed. A vacancy may be filled by the Board at a regular or special meeting.

3. **Removal.** Any Officer may be removed by majority vote of the Board at either a special meeting or regular meeting.

4. **Salaries.** The salaries or other compensation of Officers shall be reviewed annually, adjusted if necessary and approved by the Board or designated committee. No Officer shall be prevented from receiving salary or compensation by reason of the fact that they are also Director.

5. **Surety bonds.** If required by the Board, an Officer shall execute to the Corporation a bond in such amount and with such surety or sureties as directed, contingent upon the faithful performance of such Officer’s duties, including responsibility for negligence and for the accounting of all property, monies, or securities of the Corporation which may come into his or her hands.

6. **Duties and authority.** Responsibilities and authority of Officers shall be as follows:

   a. Executive Director. The Executive Director of the Corporation serves at the will of the Board. The duties of the Executive Director include:

      i. Direct day-to-day business affairs of the Corporation consistent with the direction of the Board.
ii. Advise, guide and direct the employees or representatives of the Corporation as they carry out the Corporation’s plans and programs, ensuring consistency with Board approved policy and procedure.

iii. Exercise signature authority required by law to commit the Corporation and its assets and resources to the achievement of its mission, limited only by the articles of incorporation, these Bylaws and Idaho law.

iv. Oversee the human resources of the Corporation to assure that each individual is fairly treated in all aspects of their career.

v. Formulate policies for consideration and ratification by the Board.

vi. Establish goals and objectives for the Corporation and ensure that operations are being carried out in concurrence with stated goals.

vii. Oversee the adequacy and soundness of the Corporation’s financial structure.

viii. Represent the Corporation with the University, funding agencies and the community.

ix. The Executive Director shall report to the Board.

b. Vice President. Duties of the Vice President, if any, shall be as determined by the Board.

c. Treasurer. Duties of the Treasurer include:

i. Have custody of all funds, property and securities of the Corporation.

ii. File or cause to be filed all financial, business and tax reports required by federal or state tax codes.

iii. Execute and issue leases, invoices, receipts, vouchers and checks and make payment on behalf of the Corporation.

iv. Keep accurate and full account of monies and obligations of the Corporation, and make such records available to the Board or other Officer at reasonable times upon request.

v. Have such other powers and duties as the Executive Director and Board may determine or as delegated and assigned by the Chair.
ARTICLE FOUR
EXECUTION OF INSTRUMENTS

1. **Contracts.** All contracts which are to be executed by the Corporation shall be signed by someone authorized by Company policies such as the Executive Director. Any contract that would bind the University must be reviewed and approved in accordance with the Operating Agreement between the Corporation and the University.

2. **Other instruments.** Other instruments such as promissory notes, drafts, checks, endorsements and leases shall be signed by the Officers or individuals as determined by resolution of the Board.

3. **Classified contracts.** Contracts of a classified nature shall be handled and signed by those with specific and appropriate clearances. The Board may, by resolution, authorize such classified contracts to be managed and controlled by the Executive Director.

4. **Loans.** No loan or advance shall be contracted on behalf of the Corporation. No negotiable paper or other evidence of its obligation under any loan or advance shall be issued in the Corporation’s name. No property of the Corporation shall be mortgaged, pledged, hypothecated, or transferred as security for payment of any loan, advance, indebtedness, or liability of the Corporation unless and except as expressly authorized by resolution of the Board.

ARTICLE FIVE
VOTING UPON STOCK OF OTHER CORPORATIONS

Unless otherwise ordered by the Corporation’s Board of Directors, the Executive Director shall have full power and authority on behalf of the Corporation to vote either in person or by proxy at any meeting of the stockholders of any Corporation in which the Corporation may hold stock.

ARTICLE SIX
FEDERAL TAX EXEMPTION

The Corporation will seek a federal tax exemption as defined under Internal Revenue Code § 501(c)(3). If the Corporation becomes tax exempt, it will perform all acts required to retain tax-exempt status and will refrain from any activities forbidden by Internal Revenue Code § 501(c)(3). The Corporation will not solicit charitable contributions.

ARTICLE SEVEN
LIABILITY AND INDEMNIFICATION
1. Directors, Ex Officio Directors, Officers and employees of the Corporation shall not be individually or personally liable for the debts or obligations of the Corporation and shall be indemnified by the Corporation against all financial loss, damage, costs, and expenses incurred by or imposed upon them in connection with or resulting from any civil or criminal action, suit, proceeding, claim of investigation in which they may be involved by reason of any action taken or omitted to be taken by them in good faith as a Director, Ex Officio Director, Officer, or employee of the Corporation.

2. Provided, however, the indemnification set forth above is subject to the condition that a majority of the Board, provided a quorum is present, who are not parties to such action, suit proceeding, claim of investigation or, if there be no such quorum, independent counsel selected by a quorum of the entire Board, shall be of the opinion that the involved person or persons exercised and used the same degree of care and skill as a prudent person would have exercised or used under the circumstances, or that such person took or omitted to take such action in reliance upon advice of counsel of the Corporation, or upon information furnished by a Director or Officer of the Corporation, and accepted in good faith and prudence by such person.

3. The indemnification set forth above shall inure to the benefit of the heirs, executors, and personal representative of any Director, Officer or employee and shall not be exclusive of any other rights to which such person may be entitled by law or equity or under any resolution adopted by the Board.

ARTICLE EIGHT
INDEPENDENT AUDIT AND FISCAL YEAR

After the close of each fiscal year, the Corporation's Board of Directors shall cause an audit, as required by law or as directed by the Board, of all Corporation assets and accounts to be made. The fiscal year of the Corporation shall be the same as that of the University.

ARTICLE NINE
ITEMS OF VALUE

Funds, grants, property, intellectual property, rights, claims, and every other item of value received, acquired, or developed by the Corporation shall be held by the Corporation and invested, sold, reinvested, marketed, or otherwise managed under the direction of the Board.

ARTICLE TEN
CORPORATE SEAL

The Corporation shall not have a corporate seal.
ARTICLE ELEVEN
AMENDMENTS

These Bylaws and the Corporation’s Articles of Incorporation may be altered, amended, repealed, or new Bylaws adopted only upon the unanimous vote of all Directors and the written approval of Idaho State University.

Approved and adopted by resolution of the Board of Directors on this ____ day of ____________, 2014.

Idaho State University Intellectual Property Foundation, Inc.

By: __________________________
Print Name ___________________
As its ________________________

Attest:

By: __________________________
Print Name ___________________
As its Recording Secretary
INSTITUTIONS OF THE STATE BOARD

SUBJECT
FY 2015 Supplemental: Fiscal Impact of Guns on Campus Law

APPLICABLE STATUTE, RULE, OR POLICY
Senate Bill 1254 (2014)
Idaho Code §18-3302J
Idaho Code §18-3309

BACKGROUND/DISCUSSION
The 2014 Legislature passed S1254 which reinforced the rights of citizens with certain concealed carry weapons permits to carry guns on Idaho college and university campuses. This law materially changes the security roles and responsibilities at the Idaho higher education institutions. Provisions of the new law will require additional resources in order to ensure the safety of officers, students, faculty and the public.

IMPACT
The fiscal note to S1254 provided that “There is a de minimus fiscal impact associated with posting signage at public entertainment facilities.” However, when S1254 came before the Senate for final consideration, Senator Cameron, Chairman of the Senate Finance Committee, challenged the fiscal note under the provisions of Joint Rule 18.

Joint Rule 18 reads as follows: Statement of Purpose and Fiscal Notes. -- No bill shall be introduced in either house unless it shall have attached thereto a concise statement of purpose and fiscal note. The contact person for the statement of purpose and fiscal note shall be identified on the document. A statement of purpose or fiscal note is not a statement of legislative intent nor intended for any use outside of the legislative process. The statement of purpose and fiscal note applies only to a bill as introduced, and does not necessarily reflect any amendment to the bill that may be adopted. No bill making an appropriation, increasing or decreasing existing appropriations, or requiring a future appropriation, or increasing or decreasing revenues of the state or any unit of local government, or requiring a significant expenditure of funds by the state or a unit of local government, shall be introduced unless it shall have attached thereto a fiscal note. This note shall contain an estimate of the amount of such appropriation, expenditure, or change under the bill. The fiscal note shall identify a full fiscal year's impact of the legislation. Statements of purpose and fiscal notes may be combined in the same statement. All statements of purpose and fiscal notes shall be reviewed for compliance with this rule by the committee to which the bill is assigned. A member may challenge the sufficiency of a statement of purpose or fiscal note at any time prior to passage, except upon introduction. Nothing in this rule shall prohibit a statement of purpose or fiscal note from being revised. (emphasis added)
The institutions will use existing resources and current cooperative partnerships with local law enforcement; however, the institutions have determined that additional resources will be required to protect students, faculty, staff and members of the public on the institutions’ campuses. Some enhancements include access controls and surveillance systems, additional security personnel, and ongoing training.

ATTACHMENTS
Attachment 1 – BSU FY15 Supplemental Page 5
Attachment 2 – ISU FY15 Supplemental Page 7
Attachment 3 – UI FY15 Supplemental Page 11
Attachment 4 – CWI FY15 Supplemental Page 15
Attachment 5 – NIC FY15 Supplemental Page 19

STAFF COMMENTS AND RECOMMENDATIONS
The President’s Council met on August 5, 2014 and determined it was necessary and appropriate to request a FY 2015 supplemental appropriation to address the actual fiscal impact of responding to S1254. Only Lewis-Clark State College and College of Southern Idaho opted not to request additional funding. All ongoing and one-time funds are being requested as a supplemental in FY 2015 except for College of Western Idaho (CWI) which is requesting $162,600 for FY 2015 and an annualized amount of $115,300 for FY 2016.

The agenda for FY 2016 line items (BAHR Finance Tab 1) contains campus security budget line items for Boise State University, College of Western Idaho and North Idaho College only. If the Board approves the FY 2015 supplemental budget requests as submitted, those will be in lieu of the corresponding FY 2016 line items request with the exception of College of Western Idaho’s FY 2016 line item which would need to be reduced to $115,300. If the Board does not approve the FY 2015 supplemental requests, staff recommends the Board approve the campus security line times at Boise State University, Idaho State University, University of Idaho and North Idaho College at the amount submitted in this agenda, and to increase the request by College of Western Idaho to a total of $277,900.

BOARD ACTION
I move to approve the FY 2015 supplemental appropriation requests for Boise State University, Idaho State University, University of Idaho, College of Western Idaho and North Idaho College as submitted, to eliminate the corresponding FY 2016 line items for Boise State University and North Idaho College in the BAHR Finance Tab 1 agenda, and to reduce the College of Western Idaho’s FY 2016 line to $115,300.

Moved by _________ Seconded by _________ Carried Yes _____ No _____

OR
BOARD ACTION

I move to approve the requested funding for campus security at Boise State University, Idaho State University, University of Idaho and North Idaho College as FY 2016 line items in the amount submitted in this agenda, to revise the request by the College of Western Idaho to a total of $277,900, and to eliminate the corresponding FY 2016 line items for Boise State University and North Idaho College in the BAHR Finance Tab 1 agenda.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
The primary mission of Boise State University’s Security Department is to provide a safe and secure campus environment. Senate Bill 1254 was passed into law and concealed weapons on campus are allowed on campus with the beginning of FY 2015. Further, Senate Bill 1254 expressly prohibits firearms in campus dormitories or a venue hosting 1,000 people or more. This prohibition requires an enhanced access control program that necessitates metal detection capability at entrances. This capability requires additional trained security personnel, as well as armed campus security personnel to
handle the resulting weapons situations. The impact is a substantial increase in security costs for FY 2015 and beyond.

This Supplemental Funding Request includes the following:

- Permanent funding for 10 FTE with salaries and fringe benefits totaling $903,785. These positions include an Asst. Director Event Security, Chief of Campus Police and Public Safety, Director of Emergency Management, Security Technology Manager, 3 armed officers, 1 Security Supervisor, 1 Unarmed Officer, and Admin. Support.
- One-time funding to cover the purchase of metal detectors, hand held wands, signage, screeners, 1 new security vehicle and ballistic vests for personnel. These include costs incurred for game day security needs at Albertson’s Stadium and other major events held on campus totaling $443,448.
- Permanent funding for ongoing training exercises and other operating expenses totaling $45,000.
AGENCY: Office of the State Board of Education  
FUNCTION: Idaho State University, General Education  
ACTIVITY: Guns on Campus  

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<tr>
<td>1. Equipment – One-Time</td>
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<td>2. Equipment - Annually</td>
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<td>GRAND TOTAL</td>
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Supports institution/agency and Board strategic plans:

Goal ______________ [e.g. Goal 1, Objective 3]

[Insert narrative here.]

Performance Measure: ________________________________________________

[Insert narrative here.]
Description:

Security enhancements required to implement the new guns-on-campus law. Legal changes to reinforce the rights of citizens with certain concealed carry permits to bear arms on campuses in Idaho changes the security environment at ISU. Portions of the new law make it a crime to carry weapons, with or without a permit, into certain facilities on campus. Enforcement of this provision will require additional equipment to detect and prevent entry of weapons, as well as apprehension of violators of the law. Additionally, there is a significantly increased risk that campus security officers will encounter situations where individuals will be armed. In order to ensure the safety of officers, students, faculty and the public, it is essential that officers be provided the appropriate equipment, training, and support staff to address allegations of violation of the law, intercede with violators, and respond to emergency situations. This request provides for these essential requirements, including the arming of campus patrol officers.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   This is a new requirement based on newly enacted laws. There is no base funding.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
   c. List any additional operating funds and capital items needed.

   Personnel: Hiring of four senior security officers (pay grade G), six dispatch officers (pay grade F), and one emergency manager (non-classified); and the upgrade of four existing security officers (pay grade F) to senior security officers (pay grade G) to enable arming of junior officers.

   Equipment and Supplies: One-time purchase of metal detectors for banned facilities, firearms for patrol officers, and personal protective/response equipment for new officers.

   Training: Recurring annual personnel training and certification related to new duties and responsibilities inherent in implementation of the new law.
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

All expenses require new appropriated general funds totaling $798,700 split between one-time costs of $185,000 and recurring annual costs totally $613,700.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Students, faculty, staff and visitors at the Pocatello, Idaho Falls, and Meridian campuses are being served by this request. The funding will provide enhanced training, provide greater protection to the campus and purchase associated equipment.

Failure to fund this request may put the campus community at an increased risk in the event of violations of the new law and/or of violent emergency situations. The university might also be at legal risk of failing to comply with enforcement of the new law, and for inadequate response to events as outlined in existing laws including the Clery Act.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is a new requirement and was not requested in previous budgets.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
The Office of Public Safety and Security within the University of Idaho is focused on creating and maintaining a safe environment for the University community and those who visit. The University engages with internal and external stakeholders to create effective and efficient safety and security programs that enhance the living, learning and working experience at the University of Idaho.

In light of this commitment to a safe environment the University of Idaho has carefully considered the potential impacts of Senate Bill 1254 on campus safety and security. The University will continue to contract with the Moscow Police Department to provide an armed presence on campus as well as additional support as needed in the event of
any type of security issue or other emergency. This existing contractual arrangement does not require any additional state resources and takes advantage of the Moscow Police Department’s existing presence on campus and the location of its headquarters only minutes away from the Moscow campus.

In addition to utilizing the existing relationship with the Moscow Police Department the University is requesting state funding to invest in a more comprehensive campus security surveillance system as well as expanded non-armed security presence on campus. These improvements will increase the overall safety of the campus regardless of the nature of the security issue or emergency.

Questions:
1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The University of Idaho is requesting $275,000 in on-going and $305,300 in one-time funding to purchase a security surveillance system, expand the scope of its current security contract and provide additional training to contracted security personnel as related to friendly intervention with firearms.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

      This request includes on-going funding for one full-time benefit eligible Security System Manager position ($75,000 salary plus benefits).

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   c. List any additional operating funds and capital items needed.

      Ongoing operating funding of $165,000 is being requested to expand the current security contract (currently with Allied Barton) to provide additional ongoing training and add two additional security officers for expanded coverage for campus dispatch and surveillance monitoring. Ongoing funding of $35,000 is being requested for annual security system maintenance.

      One-time funding totaling $305,300 is being requested for 291 new security cameras, related software licenses, management software, servers and upgrades to existing systems. This expanded system will cover the entries/exits of all primary facilities.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   This request is 100% State General Funds.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   This request serves the University community including students, faculty, staff and all who visit the University of Idaho campus.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
Supports institution/agency and Board strategic plans:

**Idaho SBOE Goal 1, Objectives A**

**GOAL 1: A WELL EDUCATED CITIZENRY** *The educational system will provide opportunities for individual advancement.*

**Objective A: Access** – Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho’s P-20 educational system.

**Performance Measure:**

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<thead>
<tr>
<th>DESCRIPTION</th>
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<th>Other</th>
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<td>PERSONNEL COSTS:</td>
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<td>1. Salaries</td>
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<td>3. Group Position Funding</td>
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<td>TOTAL PERSONNEL COSTS:</td>
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<tr>
<td>2. Vehicles</td>
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<td>$100,000</td>
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<td>3. Misc OE</td>
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<tr>
<td>1. PC and workstation</td>
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<td>LUMP SUM:</td>
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<td>GRAND TOTAL</td>
<td>$162,600</td>
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<td>$162,600</td>
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</table>
CWI Goal 1, Objectives 1; Goal 2, Objective 1

Institutional Priority 1: Structure Student Success – The College of Western Idaho will implement a variety of programs to foster students’ success in reaching their educational and/or career goals.

Objective 1: CWI will be actively involved in college readiness efforts that prepare students for success.

Performance Measure: Promote and publicize the positive financial and personal benefits of earning a degree or certificate from a community college.

Institutional Priority 2: Develop Systems to Support Faculty and Staff – The College of Western Idaho will prioritize support for employees, which thereby maximizes student success.

Objective 1: Develop resource allocation guidelines to effectively deliver programs and services.

Performance Measure:

[To be developed]

Description:

CWI will initiate a ‘School Resource Officer (SRO)’ type program, which would be the most economical option for armed, P.O.S.T. certified law enforcement presence. This would be the most viable direction to proceed, considering the CWI two campus concept. The SRO would have oversight of all law enforcement issues, training, security assessments, and so forth.

The program is requested to begin in March 2014 (FY 2015), and continue at the same level in FY 2016.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   CWI requests a total of $277,900 for armed police presence, as contracted from local police agencies. Of that total amount, $162,600 is requested in fiscal year 2015 as a Supplemental Appropriation. Twelve months of operation is requested in Line Item 12.03.

   Currently, CWI does not employ armed police officers, either directly or by contract. The current staffing level for unarmed security is approximately 12 full time and 7 part
time contract positions. CWI currently spends approximately $556,000 (FY 2014 dollars) for security (mostly for contract security staff).

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

   This request includes two full-time, additional sworn police officers, contracted through a public law enforcement agency. It is estimated these positions would be in 'Police Officer III – Advanced', positions, with an hourly/annual pay rate of $29.22/$60,778, plus benefits. These officers would be employed by a local law enforcement agency, with PERSI benefits.

   The Supplemental Appropriation assumes four months of operation in FY 2015, and twelve months of operation in FY 2016.

   b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   No existing human resources would be redirected.

   c. List any additional operating funds and capital items needed.

   It is estimated that approximately $100,000 would be needed for vehicles for the officers (paid to the local agency via contract), training, equipment, and related. These vehicles would be purchased by the contracting agencies; CWI would include the amount in the initial payment to the contracting agencies.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

   Fund source is expected to be the State General Fund.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

   Students, faculty, staff and visitors would all be served by this request. Due to the distance between CWI locations, it has been the procedure of CWI Security to provide a presence at all locations while the buildings are occupied with students. In locations such as Aspen Creek where the building are in close proximity, CWI Security provides an officer for the entire site and the officer covers all 3 buildings and grounds. This would also be the case in any location that has multiple building, or a more traditional campus setting.

   If this request is not funded, CWI will have to make operational budgets cuts in order to adequately implement and meet the mandate of the State.
5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.
   This item has not been requested in the past.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
<table>
<thead>
<tr>
<th>DESCRIPTION</th>
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<th>Dedicated</th>
<th>Federal</th>
<th>Other</th>
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<tr>
<td>Establish M &amp; O budget:</td>
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<tr>
<td>Security Training</td>
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<tr>
<td>Exterior Campus Surveillance System:</td>
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<td>Network Storage, ($35,000); Entrance/Exit Cameras, ($84,000); Parking lot Cameras, ($40,000); License, ($10,000); Installation, ($16,000)</td>
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<td>50 doors at $5,000 per door.</td>
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<td><strong>Internal Electronic Access controls:</strong></td>
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<td>Upgrade to current system to allow classrooms with electronic locks to be locked down from within.</td>
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<td><strong>GRAND TOTAL</strong></td>
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</table>
Supports institution/agency and Board strategic plans:

Performance Measures:

**Narrative Support:** Since the passing of SB 1254, allowing concealed weapons on campus, the safety of our college campuses have come into question. Increased training and personnel within our campus security department along with the installation of surveillance cameras and expanding the capability for securing areas of campus through electronic access will serve to make our campus safer.

**Description:** Enhancing the capabilities of our campus security by providing an increased visual presence and ability to respond to multiple calls will better serve our students, employees, and visitors.

**Questions:**

1. **What is being requested and why?**
   
   Increased security personnel, campus wide exterior surveillance system, and enhanced electronic access controls. These 3 components will serve to improve the safety of our campus for students, employees, and visitors.

2. **What is the agency staffing level for this activity and how much funding by source is in the base?**
   
   We are requesting 2 full-time, benefitted staff positions. 100% of the funding for this position is base.

3. **What resources are necessary to implement this request**
   
   N/A

4. **Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**
   
   All anticipated expenditures would be state general funds. $540,000 would be one-time funds for capital purchases.

5. **Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted**
   
   Students, employees, and visitors to the North Idaho College campus will experience a more safe and secure environment. If this request is not funded, we will not be able to provide the enhanced level of safety and security we hope for.

6. **If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.**
This request is being made due to the implementation of SB1245. Previously requested line items are a lower priority within the North Idaho College mission and strategic plan.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.
UNIVERSITY OF IDAHO

SUBJECT
College of Agricultural and Life Sciences university courses offered to high school students for dual credit

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III Y. Advanced Opportunities.

BACKGROUND/DISCUSSION
The stated intention of dual credit in Board policy is the offering of high quality courses that meet the standards of post-secondary credit for students in high schools. The University of Idaho College of Agricultural and Life Sciences developed courses that meet the required quality and rigor for university course credit. These are catalogued courses and have been offered in partnership with high school agriculture teachers for several years.

These courses are used only for the purpose of providing entry knowledge and skills for high school students. Board policy states that the courses must have the same content as degree courses; these courses do not meet that criteria.

The College of Agricultural and Life Sciences faculty are working to bring the offerings used for dual credit purpose fully in line with Board policy.

IMPACT
Courses are currently scheduled for high school students for the fall 2014 semester. Removal of these courses from the high school dual credit offerings impacts the ability of school districts to provide an appropriate course schedule for students in the fall semester. Additionally, the change in schedule may have an impact on the State Board of Education 60% college completion goal.

STAFF COMMENTS AND RECOMMENDATIONS
In early 2013, Board staff notified the College of Agricultural and Life Sciences (CALS) that many of their dual credit courses were not compliant with Board Policy III.Y. Since then, consecutive Chief Academic Officers have requested the courses be brought into compliance. The CALS has repeatedly said they are working to bring the courses into compliance. In spring 2014, the CALS enrolled high school students in the noncompliant courses and now request this waiver so those students may take the courses this fall. Board Staff recommends two things. First, staff recommends a one semester waiver of Board Policy III.Y – effective Fall 2014. Second, if the courses are not compliant prior to the enrollment period for Spring 2015, staff recommends that CALS notify the partner high schools and other relevant parties to make clear students will not be able to enroll in the courses for dual credit until the courses are compliant with Board Policy III.Y.
BOARD ACTION

I move to approve the request by the University of Idaho for a waiver of Board policy III.Y. Advanced Opportunities, subsection 4, as it applies to the University's College of Agricultural and Life Sciences dual credit courses for the Fall 2014 semester, and direct University staff to work with Board staff to bring the courses into compliance prior to the end of the Fall 2014 term.

Moved by __________ Seconded by __________ Carried Yes _____ No ______